

DOCUMENT RESUME

ED 255 775

CE 041 362

AUTHOR Connett, Dian; Rathburn, Rene
TITLE Innovative Materials for High Risk ABE Students.
INSTITUTION Clackamas Community Coll., Oregon City, Oreg.
SPONS AGENCY Oregon State Dept. of Education, Salem.
PUB DATE Jun 84
NOTE 154p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Adult Basic Education; Adult Students; Aging
(Individuals); *Basic Skills; *Classroom Techniques;
Coping; Critical Thinking; *Daily Living Skills;
Decision Making; Educational Strategies; Group
Instruction; Guidelines; *High Risk Students;
Individualized Instruction; *Individual Needs;
Language Skills; Learning Activities; Mathematics
Skills; Minority Groups; Problem Solving; Student
Evaluation; *Student Needs; Teaching Methods; Units
of Study; Values Clarification; Writing Skills

ABSTRACT

This resource book contains innovative group activities, units of instruction, writing packets, and math activities that were developed to serve high-risk adult basic education (ABE) students. Included in the first section are units of study dealing with the following topics: Oregon history, personal health issues, controversial issues in science, exploration of local environments, art, minority cultural awareness, and aging in our society. The next section consists of series of group activities addressing the following areas: values clarification and getting acquainted activities, critical thinking and problem-solving activities, challenges, and quiet reading. A set of math assessment tests, skills checklists, and posttests are provided. Concluding the book are activities and suggested strategies for helping students master the following writing skills: journal writing, grammar, spelling, and creative writing. (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED0255775

INNOVATIVE MATERIALS
FOR
HIGH RISK ABE STUDENTS

The materials represented in this resource book were compiled by Dian Connett and René Rathburn of Clackamas Community College. The work was supported by an Adult Education Special 310 Project Grant, administered by The Oregon Department of Education.

More information is available from:

Dian Connett/René Rathburn
Tri-City Alternative Program
Clackamas Community College
607 Main Street
Oregon City, Oregon 97045

503-655-2813

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

DConnett

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

CE041362

INNOVATIVE MATERIALS FOR HIGH RISK ABE STUDENTS

Clackamas Community College operates Tri-City Alternative Program (TCAP) to serve high risk ABE students, aged 18 years and younger. TCAP has a unique program structure which offers individualized education that is integrated with goal setting, self-concept building, creative expression, problem solving, and community exploration activities.

The activities and strategies described in this resource book represent the group activities, units, writing materials, and math activities that were developed as part of TCAP's program. All were developed "to accommodate various learning styles and academic abilities."

The resource book is not intended as a prescription for duplicating TCAP, but, rather, it contains ideas that can be incorporated into any ABE Program. Instructors are encouraged to experiment with and add to these activities.

We would appreciate receiving new ideas from others.

*Dean Comett
Rene' Lettbaum*

UNITS

OVERVIEW

Units have been developed to enrich the individualized basic skill curriculum at TCAP. They are intended to provide opportunities for maximum input to students. Units last between 4 and 6 weeks and are organized so that each activity is discreet. Because new students are entering TCAP each week, the units are not developmental in nature. Rather, the instructors utilize the units as planning tools. They are themes around which field trips, guest speakers, projects, and group activities are organized.

It is important to remember that the activities within each unit continue along with the basic skills, value clarification and challenge projects. A great deal of effort has been made to include in each unit opportunities that enhance whole brain learning, creative expression, and group interaction.

- I. Oregon History
- II. Personal Health Issues
- III. Controversial Issues in Science
- IV. Exploring Local Environments
- V. Art Is...
- VI. Minority Cultural Awareness
- VII. Aging in our Society
- VIII. Ideas for Future Units

I. Oregon History

The focus of this unit will be on 2 parts of Oregon history: Oregon Indians and Oregon City/Portland settlement.

OBJECTIVES:

- to familiarize students with facts about Oregon Indians and early Portland area settlement
- to explore local historical sites

PROJECTS/ACTIVITIES

1. Introduction Activity
Ask "What Do You Know About Oregon History?"
List on blackboard.
Ask "What Do You Want to Know About Oregon History?"
2. Incorporate short lectures/little known facts about Oregon History into class meeting.
3. Near end of unit, students will work in small groups to create a story board fact sheet about Oregon City. They will photograph 5 sites and record at least 1 fact about each. They will use a recording sheet like this--

	photograph	fact
1.		
2.		
3.		
4.		

4. Distribute Oregon Packet. Do one section at a time during class meetings. At the completion of the packet, ask students to sign up for one group. The groups will have tasks such as:

- Create an Oregon Timeline
- Produce a large Oregon map with important landmarks
- Interview a person familiar with Oregon history

Field Trips:

- Historical Museum
- Fort Vancouver
- McLoughlin House
- Lelooska
- Old Town Walking Tour

Guest Speakers:

- Don Epstein--CCC
- Ben Sudul--trapping fur trade
- Bob Peasley--wood carver/Indian history
- Steven Beckam (L&C) Indian history

Movies:

- "Portland--Stump Town to City" (4300)
- "Portland Bridges the Willamette" (5259)

II. PERSONAL HEALTH ISSUES

The purpose of this unit is to overview health issues important to youth (alcoholism, abuse, pregnancy, rape, drug addition, physical handicaps). Students will explore stereotypes related to these issues as well as be introduced to pertinent facts.

OBJECTIVES:

- * to have students recognize difference between stereotypes and facts regarding personal health issues.
- * to familiarize students with appropriate treatment/rehabilitation resources.
- * to introduce to students the concept of acceptance.

PROJECTS/ ACTIVITIES:

I. Introduction Activity

The first day begin with a brainstorming activity. Have butcher paper divided and labeled:

alcoholism/ drug addition	pregnancy
abuse/rape	physical handicaps

Ask groups to record all ideas related to the health issues. The recorded items may be facts, opinions, myths, questions.

Share the groups' work.

Consolidate the information into a master list to be displayed during the unit.

2. The second day have students complete the health issues survey. Tabulate results and discuss.

GUEST SPEAKERS:

Ed Biggs, Raleigh Hills Treatment Center
Dr. Loveland, child abuse
Planned Parenthood or Insights Program
Tough Love representative
Young addict

GUEST SPEAKERS (Con't):

Hospice representative
MADD
Cancer Society

FIELD TRIPS:

Meridian Park Hospital
Handicapped Resource Center, CCC
Fairview Hospital
Holiday Park Center
rehabilitation center/workplace

MOVIES:

"To Climb a Mountain"
"A Day in the Life of Bonnie Consolo" (1799)
"America on the Rocks" (5740)
"Barb-Breaking the Cycle of Child Abuse" (6598)
"Cipher in the Snow" (3900)
"Teenage Father" (5774)
"Life of Leo Bowerman"
"John Baker's Last Race"

PERSONAL HEALTH SURVEY

Good emotional and physical health is a goal many of us have for ourselves. However, many people are affected by conditions or limitations that may cause health problems. Below, some of these conditions are listed. Mark the ones that have affected someone in your life.

	I KNOW SOMEONE AFFECTED BY THIS	I DO NOT KNOW SOMEONE AFFECTED BY THIS
PHYSICAL HANDICAP		
ALCOHOLISM		
ABUSE		
UNPLANNED PREGNANCY		
RAPE		
DRUG ADDICTION		

I feel the one health problem that causes the most difficulty is:

I think there is a problem that is not listed. It is:

III. CONTROVERSIAL ISSUES IN SCIENCE

This unit will focus on issues in science that are controversial. Main topics will include: Nuclear Power/War; Medicine, the Right to Die, Animal Research; the field of Genetics and Genetic Research.

OBJECTIVES:

- * To provide information regarding current scientific issues.
- * To expand students' awareness of pros and cons of controversial issues.
- * To provide activities for value clarification.

PROJECTS / ACTIVITIES:

1. Introductory activity - Show film "Science - New Frontiers - No Easy Answers."

Prior to showing film, write out main issues for students to focus on during film. Allow for short discussion/question-answer period.

Follow film with brief overview of unit.

2. "Armageddon" - video on simulated Nuclear attack in England.
3. Value Clarification Activity - "Space Ship Survival". Small groups of 4-6 students choose survivors and explain reasons for choices.
4. Give brief description of three field trip sites and provide sign-up sheet. Students choose one of three choices. (Trojan Nuclear Plant, Primate Research Center, U. O. Genetics Lab).
5. Group presentation on field trip information. Prior to visit, each group determines collection and presentation of information. (Questions asked, reports, photography, pictures, etc.).

6. Challenges:

Clay boats
Batteries and Bulbs
Ice Cube Keepers

FIELD TRIPS:

Trojan Nuclear Plant
Oregon Health Sciences Center
Primate Research Center

GUEST SPEAKERS:

Hospice Movement
Educators for Social Responsibility

FILMS / REFERENCES:

Film: "Science, New Frontiers " No Easy Answers"
Video : "Armageddon" - Clackamas Community College
Books: 100th Monkey
On Death & Dying - Elizabeth Kubler-Ross

IV. EXPLORING LOCAL ENVIRONMENTS

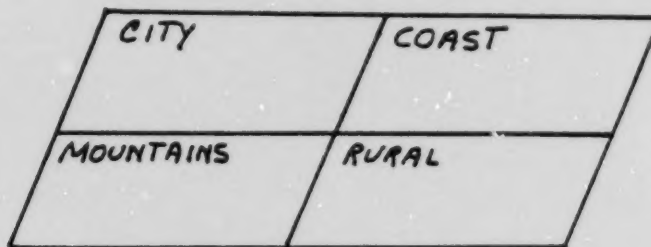
This unit will focus on increasing awareness and appreciation of the local environment. By exploring the past, present, and future students will be encouraged to look at their environments in new ways.

OBJECTIVES--

- to provide opportunities for students to look at the local environment in new ways
- to expand awareness of the ways emotions are affected by environment

PROJECTS/ACTIVITIES

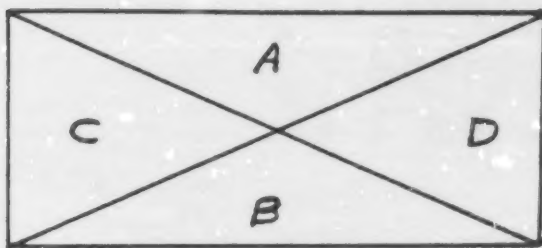
1. Introduction Activity--Give students large sheets of paper divided into the following sections:



Provide magazines with lots of pictures. In each section do a collage of cutouts that depict each heading and words (cutout or printed) that illustrate emotions experienced in that setting. This can be done individually or in small groups. Display and discuss.

2. Alternative Introduction Activity--Discuss with students the largest to the smallest environment, ie. universe→solar system→earth→USA→Oregon→Portland→. . . Use chalkboard to record/illustrate this discussion. Discuss "What does environment consist of?"

Collage--Have students work in small groups to create a collage from magazine pictures:



A=Things you like in your environment

B=Things you do not like in your environment

C=Things you wish were in your environment

D=Things you are glad are not in your environment

3. Students sign up for one of five projects:

A. Photograph Portland Fountains

- write up information about each fountain
- Display on story board

B. Sketching Portland Bridges

- Sketch (using chalk or pencils) Portland bridges from Waterfront Park

C. Oregon City Walking Tour

- Sketch
- Photograph
- Write about various places of interest
- Display

D. Old Town Walking Tour

- Take 5 slides/photographs of places on tour
- Show slides and share information about each photo (What it is, location, brief history, etc.)

E. Hike

- While on hike, take 3 slide/photographs of favorite sights
- Find a poem (or write your own) that demonstrates the mood or setting of the photo
- Tape record appropriate background music while reciting poem
- Create slide/tape show to present

4. Pocket Museum (from Annie Painter)
Used as writing activity. See attached sheet.

Explanation--This activity was used following showing of the film "Future Shock". Students were prepped by discussion of items from the past and present. Students worked individually (15-20 minutes) to collect an item and respond to questions and descriptions. We pretended that it was 100 years in the future and that we were looking back to what is now the present. Not all students caught the "abstraction" of playing in the future. Likely, a more thorough preparation of what museums are and how they work would be helpful to the students and this assignment.

5. Portland Walking Rally
Students divide into 3 groups. They are given directions to a mystery checkpoint. All checkpoints are validated with a photograph and written information. Each group arranges photographs on display boxes resembling tall buildings. They write descriptions and comments.

FIELD TRIPS

Old Town Walking Tour
Oregon City Walking Tour
Tour of Portland Building/Justice Center Building
Pittock Mansion/Forest Park
Hikes: Ramona Falls
Mirror Lake
Columbia Gorge trails
Harbor Tour
Bonneville Dam
Waterfront Park

RESOURCES

- local library
- newspaper/magazine articles about local environment
- environmental music--record albums
- Oregon City Walking Tour Pamphlets
- local historians/architects
- historical museum

Discovered and donated (on loan) by:

POCKET MUSEUM

ARTIFACT

DATE ARTIFACT WAS IN USE

LOCATION DISCOVERED

DESCRIPTION OF ARTIFACT, ITS USE AND VALUE

V. ART IS...

This unit will focus on art, music and drama. Students will have an opportunity to learn new art techniques as well as explore areas in the community related to art.

OBJECTIVES

- to expand students' ideas of what constitutes art and the role it plays in our lives
- to teach new art techniques individually and as group projects

PROJECTS/ACTIVITIES

1. Introduction Activity

Show film "Why Man Creates." Organize a series of articles and pictures that depict everyday articles, art, drama, music, crafts, etc. Have numbered list of articles and let students make decisions about which ones would be considered art. Compare individual results with total group.

2. Students will be introduced to the following projects at the beginning of the unit. They will be directed to work individually or with one other person, choose one project and complete it by the end of the unit.

- choose a theme like friendship, power, beauty or come up with own. Take at least 5 slides to illustrate this theme. Choose music to accompany your slides. Organize your music and slides to create a slide/tape show.
- Choose one of these poems. Select either pictures or music to illustrate it. The visual illustrations can be either drawn or photographed. The music should be selected to accompany your reading of the poem.
- View the movie "Ink, Paint, Scratch." Create a movie as illustrated in the film.

3. The following activities will be choice (challenge) activities:

- wire sculptures
use various types of wire to create sculptures showing emotions (joy, confusion, peace, etc.)
- create a mythical creature
use clay--have fired on campus
bring in library books showing dragons, mythical creatures for display
- printmaking
using linoleum blocks/ink/paper/brayer, put out various relief techniques
- sketching emotions
make available chalk, paints, crayons, pencils
- calligraphy
view various styles of lettering
print name with available tools, using a different style of lettering
- mask making
create individual masks from a variety of available materials
- poster replication
glue large poster to cardboard/poster board
cut into (approx.) 4" to 5" equal squares
each student replicates one square using chalk, pencils, crayons
put together creating new poster
- Animation workshop
create zoetrope
contact Sharon Niemechyk--Media Project 223-5335

FIELD TRIPS

Art Museum
Hikes
Drama/mime production
Claymation studio--Will Vinton Productions 225-1130
Portland Cable Access 777-3800
Northwest Film Study Center

GUEST SPEAKERS

Musician--Bob Misely, Jr. CCC
Loren Wolford CCC
Artist--Leah Grant
Storyteller--contact PSU--English Dept.
Dancer--
Actor/Actress--
Animator--Portland Media Project

MOVIES

"Exploring Relief Printmaking" (1943)
"Closed Mondays" (6177)
"Claymation" (5816)
"Collage" (1726)
"Mountain Music" (5033)
"Why Man Creates" (2469)
"Ink, Paint, Scratch" (6277)
"Masks" (1944)
"I Am a Mime" (2084)
"Art and Art Careers"

SPECIAL MATERIALS

cameras
film
cassette recorders
slide projector
poems
magazines
drawing materials
16 mm film

wire
clay
linoleum blocks
ink
paper
roller/tray
materials for masks
books--Written Letters by Jackie Svaren

VI. MINORITY CULTURAL AWARENESS

This unit will focus on minorities in our culture. Students will examine personal, community and national attitudes towards minorities. Existing and past examples of discrimination will be explored through values clarification activities, group projects, films, speakers, and discussion.

OBJECTIVES

- to expand students' cultural awareness
- to explore societal and personal attitudes regarding prejudice

PROJECTS/ACTIVITIES

1. Introduction activity--Give small groups of students stacks of magazines, newspapers. On a large piece of butcher paper, print the following words: minority, prejudice, discrimination, stereotype. Each group uses dictionary to define word and write it on paper. Cut out and paste examples of articles, captions, pictures that demonstrate words. Follow with large group discussion.
2. Give each student an article from the newspaper/magazine regarding stereotypes, women in non-traditional jobs, discrimination, minorities, prejudice. For a writing assignment, have each student write the main idea and his/her response to the article. Share with class. Display if possible.
3. Students interview two community or family members. Ask the following questions:
 - Name
 - Age
 - Have you personally experienced prejudice in your lifetime? Explain.
 - In what ways have you observed prejudice or discrimination during your life?
4. Use as a journal statement: Write about how it feels to be a victim of discrimination or prejudice.

5. Class interview of guest speakers who represent various minority groups (Blacks, Indians, Jews, Mexican Americans, women, S.E. Asian, Japanese, etc.). Plan questions with class prior to interview.
6. Have small groups brainstorm ways to reduce prejudice/discrimination as an individual, a society, a nation.
7. Share stories written by S.E. Asian students who have left their homeland and now attend Beaverton High School.

FIELD TRIPS

- Chemawa Indian School
Salem 3934511 Ed John--principal
- Historical Museum--Portland
- Clackamas Community College (films)

SPEAKERS

Foreign Exchange students from local high schools
Urban League
American Civil Liberties Union
Don Epstein--CCC - speaks about Jewish experience
Minority Community Representatives

FILMS

Bill Cosby on Prejudice 4237
Night and Fog
Pride and Principle 2264
Pride and Shame 2070
Grapes of Wrath 4198
Eye of the Storm 5760
Autobiography of Miss Jane Pitman 3992
Diary of Anne Frank 4203
Minorities--What's a Minority? 2828
Becoming American--The Odyssey of a Refugee Family (CCC)

VII. AGING IN OUR SOCIETY

This unit focuses on personal and societal attitudes about aging. Through films, discussion, interviews and activities, students will have opportunities to explore their own ideas about aging, and learn about aging from local senior citizens.

OBJECTIVES

- to explore personal views about aging
- to learn about society's attitudes regarding aging
- to have a personal experience with an older person through interview and photography
- to expand knowledge of facts about the aging process

PROJECTS/ACTIVITIES

1. Introduction Activity - Individually or in groups, brainstorm attitudes about senior citizens. Discuss in groups.
2. Journal Statement - Write about your feelings on aging.
3. Have small groups brainstorm lists on sheets of paper addressing:
 - a) The ways that childhood has remained similar through the ages
 - b) The ways that childhood before 1930 was different from childhood in the present.
4. Students collect "Major Life Events" information from people of different ages in their family or community.

Include information about the way time was spent, entertainment, transportation, family life, politics, wars, education, environment, etc.

Major events during a person's life--

Name _____			
AGE	YOUTH	TEENAGE YEARS	YOUNG ADULTHOOD

5. Share Foxfire books and techniques with students. Have each student interview and photograph a senior citizen. Write an article using photos and information. Compile a school/class publication of all articles.
6. Writing Assignment: Each student receives a sheet of paper on which is written a "myth about aging." Example--All old people become senile; sexuality stops in old age; all elderly citizens should live in rest homes, etc. Each student also receives 3 or 4 short xeroxed articles with information regarding that myth. The assignment is to write in one's own words, 5 or more facts that prove or disprove the myth.

SPEAKERS

Senior Citizens in Community (use friends or relatives of students when possible)
Gray Panther Speaker
Experts on Aging

FILMS

Peege

FIELD TRIPS

Convalescent Homes
Senior Community Centers
OMSI--Aging Exhibit

VIII. COMMUNICATION

This unit will focus on three areas of communication:

personal, interpersonal, and communication through the media.

OBJECTIVES:

- *to build awareness of communication processes
- *to provide individual and group activities for students to become aware, explore, and expand methods of communication.

PROJECTS/ACTIVITIES

1. Distribute strips of paper to small groups. Brainstorm lists of "ways to communicate". Regroup, share ideas, and give points for items not found in other groups.
2. Make and display a SYMBOL DRAWING or PAINTING. Use no standard symbols to express an emotion or tell a visual story. (challenge)
3. Use Psychology Today game "Body Talk". Students form small groups (2 or 3) and act out emotion on cards.
4. Use activity cards related to the newspaper.
5. Blindfolded individuals use "Touch and Feel" ball, placing objects into ball. Provide stop watch and have students record time. (challenge)
6. "Trust Walk"--Blindfold students and lead through playground at CCC or a park, share experiences in small group or in journal writing.
7. Write a story using Indian symbols. Provide symbol sheet.
8. Daily lessons on signing the alphabet. Give spelling test using sign language only.
9. Students create a language for goldfish or . . .?
10. Write a sentence in Braille. Students figure out Braille words while blindfolded. (challenge)
11. Environmental art--Bring objects from home to create "art" (egg cartons, shells, wire, paper, etc.) (challenge)
12. Blind Man's Poem (See Dian)
13. Create Zoetrope (Refer to art unit)

14. Students choose project for 2-3 week activity.
 - (1) Anthropological Study of TCAP — Study some aspect of student life using interviews, photography, observations.
 - (2) Slide/Tape Show — Choose a theme, (power, friendship, aging), create visual and auditory message using slides and music.
 - (3) Create a Film — Use 16 mm. blank film, felt pens (non-smear), and selected music.
 - (4) Sound Story — Tape-record a short story using sounds only (no words).
 - (5) Photojournalist for a Day — Join Oregonian staff for a story and photography assignment.

Have a large group presentation of all projects for finale.

Field Trips:

- KGON Radio Station (20-25 min. presentation)
15351 S.E. Johnson, Clackamas
Contact person--Terri Hull (655-9181)
- KATU TV Station - (45 min. presentation)
2153 N.E. Sandy Blvd.
Contact person - Mrs. Long (possible to also see A.M. Northwest Show).
(231-4610)
- Oregonian Tour
- Portland Cable Access 285-5200
Contact person - Debbie Luppold
- See a play, dress rehearsal (Contact local theater groups)

Guest Speakers:

- Wendy Westerwell (actress with Storefront Theater) 2235120
- David Greenberg - (local poet) 287-2167
3947 N.E. 64th, Portlan, 97213
- Fran Jones - 656-0083 - Contact for Photojournalist at Oregonian)
- Connie Conners - CCC - Communication
- Loren Wolford - CCC - Communication

- John Nance - gives presentation on experiences with Tassaday Indians
- Michael Dexter (mime) - 636-5386
- Pauline Furness - role playing in the classroom
(Contact through Physicians and Surgeons Hospital)
- Burel Ross (mime) - 636-4463

Films:

- Communications or Confrontations (0286)
- Communication By Voice and Action (6585)
- I Am a Mime (2084)
- Mime of Marcel Marceau (2756)

GROUP ACTIVITIES

OVERVIEW

The Tri-City Alternative Program involves students in group activities on a regular basis. Each school day begins with a class meeting for all students. This is a time for announcements, directions, sharing, problem-solving, brainstorming, creating and other group activities. The purposes of these offerings include:

- * Building group cohesiveness & support
- * Practicing problem-solving skills
- * Valuing alternative learning styles
- * Providing opportunities for creative expansion.

TOPICS

- I. Values Clarification and Getting Acquainted activities
- II. Critical Thinking and Problem-Solving Activities
- III. Challenges
- IV. Quiet Reading

I. VALUES CLARIFICATION AND GETTING ACQUAINTED ACTIVITIES

Values Clarification and Getting Acquainted Activities are intended to help students to develop a feeling of belonging and understanding of others. Many studies of high school dropouts have reported that students leave high school because of the size and impersonal nature of traditional schools. For this reason, TCAP utilizes the following activities in the morning class meetings.

At least one Getting Acquainted Activity is used at the beginning of each term. Value Clarification Activities are planned every 3 to 4 weeks.

1. TREASURE HUNT

FIND SOMEONE WHO:

(Enter name in box below)

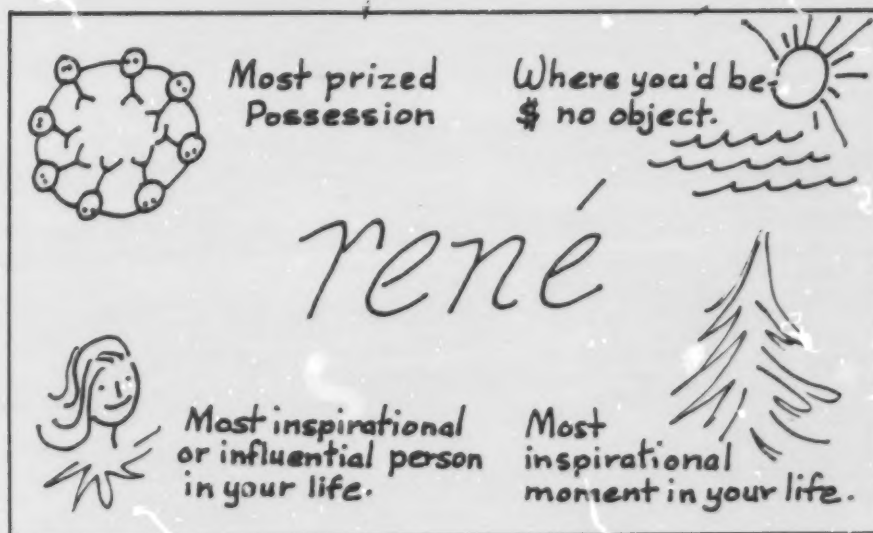
LIVES ON 2 ACRES OR MORE	WAS BORN THE MIDWEST		HAS NEVER BEEN TO MT. HOOD
	WAS BORN IN CALIFORNIA	WAS BORN ON EAST COAST	
HAS BLUE EYES	HAS UNUSUAL HOBBY	HAS BEEN TO A FOREIGN COUNTRY	
	HAS GREEN EYES	WHAT IS IT?	HAS BROWN EYES
	CAN TOUCH THE FLOOR WITHOUT BENDING THEIR KNEES	HAS MORE THAN 2 BROTHERS	
HAS TRAVELED TO 5 OTHER STATES	PLAYS 2 MUSICAL INSTRUMENTS		HAS MORE THAN 2 SISTERS
	TOOK SUMMER VACATION TO SUNNY PLACE	HAD SUMMER JOB WORKING WITH MACHINES	
		HAD SUMMER JOB WORKING WITH PEOPLE	CAN TOUCH THEIR NOSE WITH THEIR TONGUE
IS OLDEST CHILD IN THEIR FAMILY	WANTS TO BE A FOREST RANGER		HAS A BIRTH- DAY IN THE 5th MONTH OF THE YEAR
	CAN RUB STOMACH, PAT HEAD SAME TIME	IS LEFT HANDED	

2. PERSONAL SYMBOLS

Everyone is given a 5 x 7 card. They are given the following directions (one at a time):

1. Write your name creatively in the center of the card.
2. In the upper left hand corner, draw a symbol of your most prized possession.
3. In the upper right hand corner, draw a symbol of where you'd like to be right now if money were no object.
4. In the lower left hand corner, draw a symbol of the most influential-inspirational person in your life.
5. In the lower right hand corner, draw a symbol of the most inspirational moment of your life.

When the drawings are complete, each person will share the symbols with the group or one other person.



3. "TP" Introductions

Give one student a roll of toilet paper and say, "Take what you need and pass it on." Give no other directions, only repeat the same sentence. After everyone has taken some toilet paper, say, "For every square you have, tell something about yourself."

4. FIRST DAY INTERVIEW

On each student's first day at TCAP they are interviewed by another student. Using the form below, each student asks each other the questions on the sheet. After jotting down the responses, the student turns the sheet over and writes a paragraph about the interviewed student. The paragraph is given to the secretary who types it, takes a picture of the new student and adds the interview paragraph and the picture to a display area.

Inside the main door to the program, there is a wall entitled "Meet Tri-City." Every student has his/her picture and interview paragraph displayed there. This activity is great for making introductions, learning interviewing skills, and practising writing skills.

Interview with: _____ Date: _____

Interviewer: _____

1. Where and when were you born?
2. What is your earliest memory?
3. What do you want to gain at Tri-City?
4. Tell one thing about you most people might not know.
5. What is your most cherished possession?
6. How do you feel about friendship?
7. What are your ambitions for the future?

5. LOST ON THE MOON - A DECISION MAKING PROBLEM

A copy of the problem below is passed out to individuals. After the individuals rank the materials, they form small groups of 4 to 5. Each group reaches a consensus on the rankings. The groups then share the consensus rankings with the class.

LOST ON THE MOON - A DECISION MAKING PROBLEM

You are in a space crew originally scheduled to rendezvous with another ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact after landing. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Put number 1 by the most important, 2 by the next most important, etc.

- ___ a box of matches
- ___ food concentrate
- ___ 50 feet of nylon rope
- ___ parachute silk
- ___ portable heating unit
- ___ two .45 caliber pistols
- ___ one case dehydrated milk
- ___ 529 100 pound tanks of oxygen
- ___ stellar map of moon's constellation
- ___ life raft
- ___ magnetic compass
- ___ 5 gallons of water
- ___ signal flares
- ___ first aid kit containing injection needles
- ___ solar powered FM receiver-transmitter

Remember, rank these items in order from the most important to least important. Give the most important thing to number 1. Do not consult anyone for advice.

6. ALLIGATOR RIVER

One of TCAP's favorite value clarification activities from Values Clarification by Simon, Howe and Kirschenbaum is "Alligator River". The teacher reads the following story. The students rank each character from most offensive to least objectionable. Then the students form groups of 4 to 5 and share their individual rankings. The small groups reach consensus on the rankings. Each small group shares the rankings and reasons for the rankings.

THE ALLIGATOR RIVER STORY

Once upon a time there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river. Abigail lived on the opposite shore of the river. The river which separated the two lovers was teeming with man-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge had been washed out. So she went to ask Sinbad, a river boat captain, to take her across. He said he would be glad to if she would consent to go to bed with him preceding the voyage. She promptly refused and went to a friend named Ivan to explain her plight. Ivan did not want to be involved at all in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise to Abigail and delivered her into the arms of Gregory.

When she told Gregory about her armorous escapade in order to cross the river, Gregory cast her aside with disdain. Heartsick and dejected, Abigail turned to Slug with her tale of woe. Slug, feeling compassion for Abigail, sought out Gregory and beat him brutally. Abigail was overjoyed at the sight of Gregory getting his due. As the sun sets on the horizon, we hear Abigail laughing at Gregory.

ALLIGATOR RIVER

Abigail

Gregory

Sinbad

Ivan

Slug

Rank from most offensive to least
objectionable.

II. CRITICAL THINKING AND PROBLEM SOLVING ACTIVITIES

The critical Thinking and Problem Solving Activities are designed to be used during the class meetings. These activities enhance the basic skills work being completed individually by students. Problem solving is taught by having students introduced to these activities and talking about possible methods of solution.

Many of the Critical Thinking and Problem Solving Activities are related to and discussed in the Unit Section of this manual. Students work in small groups to brainstorm and discuss problems related to areas of study and to program operation.

1. Riddles

Riddles are used for group or individual work. Following are some examples of riddles used at TCAP:

- 1) 24 red socks and 24 blue socks are lying in a drawer in a dark room. What is the minimum number of socks I must take out of the drawer to guarantee that I have at least two socks of the same color?
- 2) If a man looks at a picture and says, "Brothers and sisters I have none, but this man's son is my father's son", whose picture is the man looking at?
- 3) A train leaves from Boston to New York. An hour later, a train leaves from New York to Boston. The two trains are going at exactly the same speed. Which train will be nearer to Boston when they meet?
- 4) A certain street contains 100 buildings. A sign-maker is called to number the houses from 1 to 100. He has to order numerals to do the job. Can you figure out in your head how many 9's he will need?
- 5) A certain snail takes an hour and a half to crawl clockwise around a certain racetrack, yet when he crawls counter-clockwise around that same racetrack it takes him only ninety minutes. Why this difference?
- 6) A man has committed a crime punishable by death. He is to make a statement. If the statement is true, he is to be drowned; if the statement is false, he is to be hanged. What statement should he make to save his life?

2. Twenty Questions

An object is placed in a paper bag. The rules are given:

- 1) You may only ask questions that can be answered with "yes" or "no".
- 2) The group has 20 questions to ask in order to guess the identity of the object.
- 3) Guesses are considered questions.

Let the students begin guessing. Before the last 3 questions are asked, stop and say, "I'll give the class 2 minutes to conference together before going on with the last questions." If the object is not guessed, allow the class to have 20 questions the next day and so on until it is guessed.

Objects we have used include:

- artichoke
- Rubic's cube
- paper clip
- pencil sharpener
- tea bag

3. COMPUTER PROGRAMS

There are some excellent Problem Solving Computer programs. We have used the following on our Apple:

- * ROCKY'S BOOTS
- * GERTRUDE'S PUZZLES
- * IN SEARCH OF THE MOST AMAZING THING

4. VISUALIZATION

Visualizations are very effective in teaching memorization to students. Students are instructed to relax, study an object carefully, picture it in their mind, close their eyes and picture it again.

TCAP uses visualization to teach spelling, to memorize math facts such as times tables and to teach map skills such as the following:

On an overhead projector, show an outline map of the United States with Oregon highlighted. Discuss the position and shape of the U.S. and Oregon. Talk about visualizing it in your mind. Have the students practice.

The next day pass out a U.S. outline map and ask the students to draw in Oregon.

The next day ask them to draw the U.S. and then add Oregon's outline.

If needed, go back to the original visualization to reinforce.

5. CLOZE Activities

Cut out a newspaper article. Black out every seventh word. Xerox copies of it and distribute to students. The students are to write down the words they think have been blacked out. The group goes over the article together. The students get 1 point for each word that makes sense in the sentences; they get 2 points if they guessed the correct word.

An example of an article is:

Trapper, doctor beat plague

YAKIMA (AP) — A part-time trapper contracted bubonic plague this month, the first confirmed case of the disease in Washington state since 1907, has recovered fully, officials said.

John Northrup, 29, of Toppenish, probably contracted the disease when he cut himself while a bobcat he found in one of his traps near White Pass over New Year's weekend, said Dr. Robert Atwood, Yakima County officer.

No one else, including Northrup's 3-month-old baby, was exposed to the disease "in a way that would put them at risk," Atwood said.

Northrup, who also has a truck and service shop and occasionally works as a musician in a band, became ill Jan. 11, visited Dr. Douglas Shearer in Toppenish next day and was treated for a fever in a hospital, Atwood said.

"He had a longer than usual incubation," Atwood said in a telephone interview. "The normal incubation period is about six days."

Only Wednesday was the case confirmed by the Centers for Disease Control in Atlanta. Plague, the dread

disease that devastated Europe during the Middle Ages, he explained.

"It takes a long time to get a laboratory confirmation," Atwood said.

Dr. Jeff Harris, an epidemiologist with the state Department of Health Services in Seattle, said "1907 was the last confirmed human case (of bubonic plague) in the state."

The most recent case in a state, Harris said, apparently was in a 9-year-old boy who died of the disease last year in Klamath County, Ore., more than 500 miles south of Yakima.

White Pass, elevation 4,500 feet, is about 50 miles west of Yakima and 100 miles southeast of Seattle.

Atwood said the quick and accurate diagnosis Shearer was a key factor in Northrup's recovery.

"He was very ill ... a fever of 104 degrees," the county health officer said.

"The average physician in the United States has never seen a case of bubonic plague," he added. "I think it makes a big difference."

- | | | | | |
|--------------|-------------|----------------|----------------|-----------------|
| 1. earlier | 10. wife | 19. had | 28. an | 37. of |
| 2. of | 11. exposed | 20. said | 29. social | 38. Atwood |
| 3. but | 12. that | 21. incubation | 30. was | 39. by |
| 4. Wednesday | 13. said | 22. on | 31. Washington | 40. Northrup's |
| 5. the | 14. parts | 23. the | 32. nearby | 41. temperature |
| 6. skinning | 15. as | 24. as | 33. a | 42. said |
| 7. of | 16. ill | 25. Europe | 34. plague | 43. States |
| 8. the | 17. the | 26. It | 35. more | 44. bubonic |
| 9. health | 18. week | 27. absolute | 36. Pass | 45. made |

BEST COPY AVAILABLE

6. EQUATION ANALYSIS TEST

The activity on this was written for TCAP students. A hard version follows on the next page.

INSTRUCTIONS: Each equation below contains the initials of words that will make it correct. Find the missing words. For example, 26=L of the A. would read as: 26 = LETTERS OF THE ALPHABET.

- 26 = L of the A _____
- 20 = C in a P _____
- 99 = BB on the W _____
- 7 = D in a W _____
- 5 = F on an H _____
- 60 = M in an H _____
- 10 = M in a B _____
- 50 = W to L Y L _____
- 11 = P on an F T _____
- 1 = W on a U _____
- 12 = E in a D _____
- 4 = W on a C _____
- 5 = T on the GED _____
- 3 = B M _____
- 3 = S and Y O _____
- 3 = C in an F _____
- 10 = D in a D _____
- 12 = I in an F _____
- 100 = S R of 10 _____
- 3 = W M _____
- 90 = P W _____
- 7 = N in a T N _____
- 5280 = F in an M _____

EQUATION ANALYSIS TEST

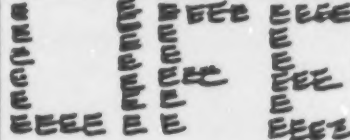
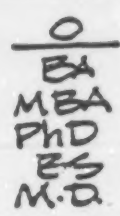
This test does not measure your intelligence, your fluency with words, and certainly not your mathematical ability. It will, however, give you some gauge of your mental flexibility and creativity. In the 3 years since we developed the test, we've found few people who could solve more than half the 24 questions in the first try. Many, however, reported getting answers long after the test had been set aside -- Particularly at unexpected moments when their minds were relaxed; and some reported solving all the questions over a period of several days. Take this as your personal challenge.

INSTRUCTIONS: Each equation below contains the initials of words that will make it correct. Find the missing words, For example, 26 = L of the A. Would read as:
26 = LETTERS OF THE ALPHABET

- 26 = L of the A _____
- 11 = P on A F T _____
- 7 = W of the W _____
- 57 = H V _____
- 1001 = A N _____
- 5 = D in a Z C _____
- 12 = S of the Z _____
- 1 = W on a U _____
- 54 = C in a D (with J) _____
- 24 = H in a D _____
- 9 = P in the S S _____
- 4 = Q in a G _____
- 88 = P K _____
- 3 = B M (S H T R) _____
- 13 = S on the A F _____
- 8 = S on a S S _____
- 32 = D F at which W F _____
- 200 = D for P G in M _____
- 18 = H on a G C _____
- 90 = D in a R A _____
- 1000 = W that a P is W _____
- 29 = D in F in a L Y _____
- 64 = S on a C _____
- 40 = D and N of the G F _____
- 76 = T L the B P _____

7. Word Pictures

Students solve these puzzles and go on to create their own. The following puzzle is courtesy of Carol Evans, Clackamas Community College:

1,000,000		TROUBL	DOG THE
LIGHT LIGHT	EVERY RIGHT THING	STANDING MIS	WEST
i BLOW i		WIDE — — — —	PAID HE'S WORKED
SYMPHON	BLOOD WATER	HISTORY	FAR HOME
ALL WORLD	MAN BOARD	PANTS PANTS	TIRE
RANGER		ENGAGE MENT	LAWYER
WORKING TIME	DUMPS	GGES GEGS SGGE	READ

III. CHALLENGES

Challenges are creative activities that allow students to explore and to learn using a range of learning styles and modes of expression. Challenges are planned on a weekly basis. On Mondays students are introduced to the new challenge activity. A table is set aside for the challenge materials and workspace.

The following pages give examples of some of our favorite challenges. The directions are written on butcher paper and displayed above the challenge table and materials.

Because challenges are designed to help students express themselves in a variety of ways, it is important to make available a wide range of materials.

Challenges are choice activities for students. They work on the challenges in addition to their regularly assigned goals only if they choose. Challenges are often related to the unit under study (See Unit Section).

CHALLENGE IDEAS

1. Using felt pens, paints, etc., design an album cover for your favorite musical group or song title.
2. Illustrate an emotion such as joy, anger, confusion, anxiety, hope. (Use paint, felt pens, crayons, chalk, etc.)
3. Create a Tri-City Alternative Program logo.
4. Make an invention.
5. Create a--
 - can opener
 - broken triangle
 - new arithmetic for goldfish
6. Rewrite the lyrics to a well-known song to fit what you are studying.
7. Create a game that little kids and adults can play together using a ball. Make sure the rules are such that everybody feels good and plays hard.
8. Design your Dream House on graph paper. What scale will you use?
9. Using clay, create a mythological creature. (Along with the directions and clay, display books that picture and describe mythological creatures.)
10. Create origami decorations. (Display an instruction book and some examples of the Japanese paper folding art.)
11. Create a "Great Potato." Use a potato and decorate it as a character from the past. Use yarn, paint, fabric, buttons, pins, etc.
12. Create a creature and its environment. Using a potato, create a creature that is adapted to life in its environment. Say what adaptation is. (Use paint, fabric, pipe cleaners, pens, yarn, etc.)
13. Create a wire sculpture. Pick a theme such as "Future." Design a sculpture using different types of wire. Mount it and label it.
14. Construct a flashlight that you can turn on and off. (Make available batteries, wire, bulbs, foil, paper clips.)

15. Construct a clay boat that will float. See how much weight it will carry. Record your results. (Make available modeling clay, tub of water, marbles or other objects to be used as weights.)
16. Construct an ice cube keeper. Using available materials, make a container that keeps 1/4 cup of crushed ice from melting as long as possible. Record your results. (Make available plastic cups, cotton, foil, styrofoam, fabric, yarn, paper, wood shavings, boxes, etc.)

VI. QUIET READING TIME

For one half hour every day, all students, staff and faculty at TCAP read independently. It is scheduled for the first half hour after lunch. Upon returning to the classrooms, students find a paperback book, newspaper, magazine, reading assignment or practice test they want to read. Everyone then sits down and reads without talking.

The TCAP Quiet Reading Time is modelled after Robert McCracken's Sustained Silent Reading (as discussed in Reading Is Only the Tiger's Tail). Its purposes include:

1. To demonstrate that reading is enjoyable.
2. To give students a chance to practice reading for a sustained period of time.
3. To acknowledge that everyone is a reader, regardless of grade levels.

In order for Quiet Reading Time to be successful, it is necessary to maintain a varied library of materials. TCAP subscribes to a variety of magazines. In addition, periodically all the students are taken to a nearby used paperback book store. All the students are told to pick out no more than three books they want to read during Quiet Reading Time. The program pays for the books, and the students are excited to have their very own selections.

References and Resources
Group Activities

1. Awakening Intuition by Vaughan; Anchor Press; Garden City, 1979.
2. Elementary Science Study, National Science Foundation; McGraw Hill; San Francisco, 1973.
3. Gertrude's Puzzles; The Learning Company (software).
Rocky's Boots; The Learning Company (software).
4. Hooked on Books by Fader and McNeil; Berkley Publishing, N.Y., 1968.
5. In Search of the Most Amazing Thing; Spinnaker (software).
6. The Metaphoric Mind by Samples; Addison-Wesley, Menlo Park.
7. Mind Benders by Harnadek; Midwest Publications; Pacific Grove, 1978.
8. Outdoor Biology Instructional Strategies; National Science Foundation; Lawrence Hall of Science; University of California, 1975.
9. Problem Solving Improvement by Samson; McGraw-Hill; San Francisco.
10. Superlearning by Ostrander and Schroeder; Dell Publishing, N.Y., 1979.
11. Values Clarification by Simon, Howe and Kirschenbaum; Hart Publishing Co., N.Y., 1972.
12. The Wholemind Works by Miller; Gresham, Oregon.
13. The Whole School Book by Samples; Addison-Wesley, Menlo Park.

MATH SKILLS

OVERVIEW

Math Skills are taught at TCAP through a variety of materials and strategies that accommodate different learning styles. Following an assessment, each student is given a checklist that shows the skills mastered and the skills that need additional work. The students, then, have a choice of books, cassettes, computer programs or tutorials for skill mastery. A post test follows each math concept.

This section will describe each part of the Math Skills process. The work is designed to:

- * Enhance different learning styles (auditory, visual, kinesthetic)
- * Allow for individual differences in rate of learning
- * Facilitate maximum student choice and responsibility for work planning

TOPICS

- I. Assessment Test
- II. Skills Checklist
- III. Post Tests

I. Assessment Test

The following Math Skills Assessment Test was developed by TCAP instructors and is criteria-referenced to math concepts and materials. Students are given the test upon entrance into the program. They are told:

"Do the problems you know how to do. If you don't remember or never learned how to do a problem, leave it blank. This will tell us what you need to work on."

The test is scored. There is no grade level attached. It is a determination of what concepts and skills have been mastered.

II. SKILLS CHECKLIST

The following Math Skills Checklist is stapled inside each student's work folder. After the assessment test is completed, an instructor goes down the list in the left hand column and circles the number of the items completed correctly. If all the items on a line are circled, the instructor moves to the right-hand column and initials that concept. This indicates, it has been mastered.

After all the information from the assessment test has been entered, an instructor explains the checklist to the student. The student sees the skills mastered and the skills yet to be mastered.

The assignment section of the checklist outlines the study options for the students. For each skill, students can choose from any of the following to learn or review that process:

1. pages from the math books (listed for each skill)
2. cassette tapes
3. computer programs
4. small group individual tutoring
5. teacher-made math packets

Students decide which study option they will utilize and when they have mastered that skill. When they feel competent in that area, they initial the column for students and get the numbered post-test from the file cabinet.

ASSESSMENT TEST NUMBER	CONCEPT	ASSIGNMENTS						
		Nr. Power I II	Working W/N.	Cas. Tapes	Computer	Stud.	Post Test	Instr. In.
2 a b c d e	Add whole number	I. 6-19	3-7				5-1	
3 a b c d e	Sub whole nr.	I. 22-42	9-12				6-2	
4 a b c d e	Mult. whole nr.	I. 45-67	13-17				6-3	
5 a b c d e	Div. whole nr.	I. 71-101	18-25				6-4	
1	Read whole nr.	I. 1-2					6-5	
6 a b	Reduce Frac.	II. 5-10	26,27,30	Frac. #1			Comput. Rev. Test 6-8	
7 a b 8	Mix # & Imp. Frac.	II. 11-12		Frac. #2			6-9	
9 a b	Add Frac.	II. 13-20	28-35	Frac. #3			6-11	
9 c d	Sub. Frac.	II. 21-27	36-42	Frac. #4			6-12	
9 e f g	Mult. Frac.	II. 28-33	44-48	Frac. #5			6-13	
1 h i	Div. Frac.	II. 34-42	49-52	Frac. #6			6-14	
10,13,14	Read, write Dec.	II. 49-51	57-58				Fraction Rev. Test 6-41	
11,12	Dec. & Com. Frac.	II. 52-53	59-60	Dec. #1			6-10	
15 a b c d e f g h i	Comp. W/Dec.	II. 55-69	58, 62-73	Dec #2&3			6-6	
22	Comp. Ave.	I. 126-27					6-7	
16,17,18,19,20	Chg. Fr./Dec.to%	II. 75-80	80-84	Per. #1			6-15	

Assessment Test Number	Concept	Assignments						
		Nr. Power I II	Working W/Nr.	Cas. Tapes	Computer	Stud. In.	Post Test	Instr. In.
21 a c	Dec. Per.	II. 81-84	85-86	Per. #2			6-16	
21 b	Deter. Per.	II. 85-88	102	Per. #3			6-17	
	Deter. Base	II. 89-92	98-101				6-18	
	Comp. W/Perc.		89-95				6-19	
							Dec. & Percent Rev. Test _____	
	Common Meas.	I. 106-107	107				6-22	
	Denom. Num.	I. 108-111	108-114				6-21	
	Percim. Num.	I. 112-118	118-125					
	Vol. Rec. Squares	II. 104-109						
	Circ. of Circles	II. 110-113	128-130					
	Algebra Packets	Workshop						
	#1							
	#2							
	#3							
	#4							

III. POST TESTS

Following is an example of a math post test. After students work from books, computers, cassettes or packets, they complete the designated post test. The post test is given to an instructor to check. It must be completed with 100% accuracy. It is then checked off as complete by an instructor initialing the Math Skills Checklist.

REFERENCES AND RESOURCES

MATH SKILLS

Area, Perimeter, Circumference and Linear Measurement; Lakeshore Lifeskills (software).

Basic Geometry with Fractions; Lakeshore Lifeskills (software).

Decimals; Educational Activities, Inc. (software).

Discover What Graphs Can Tell You; Lakeshore Lifeskills (software).

Fractions; Educational Activities, Inc. (software).

Fractions, Decimals, Percents (cassette tapes); Media Materials, Baltimore.

Long Division Workshop; Lakeshore Lifeskills (software).

Math Blaster; Davidson and Associates (software).

Mind Over Math by Rogelman and Warren; McGraw-Hill; San Francisco, 1978.

Number Power by Howett; Contemporary Books; Chicago, 1982.

Percentages; Educational Activities, Inc. (software).

Personalized Computational Skills Program by Shaw, Shelton and Clarkson; Houghton Mifflin Co.; Palo Alto, 1981.

Working With Numbers Refresher Book by Shea; Steck-Vaugh; Austin, 1980.

Solving Percentage Problems; Lakeshore Lifeskills (software).

WRITING SKILLS

OVERVIEW

At TCAP writing skills are taught using a variety of strategies and materials. Writing exercises have a broad range, which include daily journal writing, individual skill packets for grammar, group and individual spelling activities, and a variety of creative writing experiences. With an advisor, students record the writing activities/assignments on their weekly or daily goal sheet.

TOPICS

- I. Journal Writing
- II. Grammar
- III. Spelling Activities
- IV. Creative Writing

I. JOURNAL WRITING

Writing in a journal is a daily requirement at Tri-City Alternative Program. Students begin each day by writing in a spiral notebook designated for journal writing only. Rather than a focus on writing mechanics, journal writing is used:

- * to encourage written communication
- * to provoke thought on certain issues
- * to provide an avenue for personal insight and values clarification
- * to foster an "I'm listening" attitude on the part of the advisor

Though we suggest a one-paragraph minimum, no specified length for an entry is required. Two thoughtful sentences for one student can be as meaningful as a half-page by another. Once during the week, students are asked to respond to a "journal statement" posted on the chalkboard. The remaining weekdays, each entry topic is the student's personal choice. On Friday one student's advisor collects journals, reads all entries, and writes a posit-ve, thoughtful comment. Journals are returned on each Monday morning.

The following is a compiled list of journal-writing statements and topics:

If you wanted someone to understand you better, what 3 things would you tell them about yourself?

I seem to be but really I am

Choose someone in your life for whom you are extremely grateful. What did they help you do, feel, think or become? How can you let this person know your appreciation? (Use around Thanksgiving)

The holiday season can be a time of both joy and stress in many families. What things prove to be stressful in your family? What are some helpful ways to cope with the stress?

Are you more like a placid lake or a bubbling brook?

React to this photograph or picture. What does it make you think about or feel?

Think back to when you were 13 years old. In what ways have your actions, feelings, thoughts changed or stayed the same?

Describe the kind of person you are striving to become.

In what country, other than the U.S., would you like to live and why?

What do you remember as the happiest time in your life?
The saddest?

Write your reaction to a recent field trip.

Write about your "most incredible" dream ever.

Don't you just love it when?
Don't you just hate it when?
(Write 3 for each; post as class poems)

Make unusual comparisons like ...

Fresh air and potato chips are alike because ...

The past is like the future in that ...

Education is like a menu because ...

Read Alexander and the Terrible, Horrible, No Good, Very Bad Day
by Judy Viorst. Write 5 or more things that happened to you on
your worst day ever.

Play the song "You've Got a Friend" by Carole King.
Write about the qualities you find important when
choosing a special friend.

Do not use words for today's journal entry. Cut out
and paste magazine, newspaper pictures to express the
message of: morning feelings, I could never do with-
out ..., things worth remembering.

Write 6 reasons for:

Tomatoes
Falling in love
Why I don't feel like writing
Why friends quarrel
Why war occurs

Write about how it feels to be afraid. Start with: "When
You're Afraid..."; write 5 or more occurrences like

"your hands get clammy"

"your breathing changes", etc.

With student's permission, type "When I'm Afraid" poems and
display in classroom.

What would you like to do to become famous?

What does America mean to you?

Write about an invention (yours) to make life better.

What kind of trophy would you like to win?

Describe a "good sport".

Write something about love.

Write about a funny experience.

Tell what makes a happy family.

What part of a big parade would you most like to be?

What do you think your friends say about you when you're not around?

What kind of people are the luckiest people in the world?

If you became president of the U.S., what 2 things would you do?

What is the favorite room in your house?

If you could have been someone in history, who would you have been?

How would you describe yourself to someone who does not know you?

Describe the "ideal" parents.

What job do you want to have in 10 years?

Finish the sentence "What the world needs now is _____.
Tell why.

Write about courage.

When do you feel sad?

What is the best thing parents can do for their children?

Write about a time when you felt very proud of yourself.

What T.V. or movie star would you like to invite to your birthday party? Why?

If you were a doctor, what illness would you like to cure?

If someone could give you anything in the world for your birthday, what would you like it to be?

If you could change your age, what age would you rather be? Why?

What is your favorite song? What makes it your favorite?

If you could take only 3 people with you on a trip around the world, who would you take?

Write about a time when you were very irritated.

Write 3 positive and 3 negative statements about television.

Thinking back, what can you identify as a turning point in your life?

What talent do you wish you had? Why?

Write your feelings about growing old.

What is the best advice you ever received?

Write about the most cherished possession you own.

What bit of advice would you give to a young man/woman about to get married?

What 4 things are most important in your life?

If you could give your best friend anything in the world,
what would it be?

Describe the best teacher you ever had.

II. GRAMMAR

Grammar instruction has been developed to address the needs of GED preparation and high school credits for basic English. Individualized packets are organized into separate writing skill units to include: punctuation, capitalization, grammar and usage, diction and style, logic and organization, letter writing, and poetry/drama comprehension. Packet completion is recorded on the student's writing skill checklist. (Writing checklist and sample packet will follow grammar information.)

We have found several advantages to using these individual packets:

- (1) They permit each skill to be taught as an independent unit.
- (2) Each contains instruction as well as writing practice utilizing the skill.
- (3) Packets can be used as reference tools for students' writing assignments.
- (4) If a student is having difficulty with a particular skill, the instructor can utilize additional resources for added instruction.

Students complete writing skill packets as part of their daily/weekly goals. A completed packet with no errors is returned to the student. The instructor initials and records completion date in the appropriate column on the writing skills checklist. If there are errors, the student will make corrections, be given additional materials/worksheets for that skill, attend small group instruction, or work individually with an instructor.

III. SPELLING ACTIVITIES

The approach used for teaching spelling to Tri-City students focuses on developing visualization and recognition skills to improve spelling.

Research has shown that good spellers often use visual or auditory clues to spell correctly. The following techniques are used:

1. "Demonic Mnemonics" Approach

The book Demonic Mnemonics suggests memory tricks for 800 of the most commonly misspelled words. Students are taught to learn correct spelling of these words by visualizing and hearing the mnemonic device, thus imprinting one's memory.

Twelve "demon words" are listed on posters and displayed weekly in the classroom. Following each word is a memory trick sentence. Each sentence has letters written in a different color to designate the trouble spot.

SAMPLE:

adjust - When you adjust, you adapt.

fundamental - Saying amen is fundamental.

chief - Hi, chief!

The underlined words are the letters written in a different color. These highlight the trouble spot and present a memory trick.

The following is our weekly format for classroom use of the spelling posters.

- A. Spelling work poster displayed in classroom.
- B. Monday morning group discussion of words, definitions, mnemonic memory trick.
- C. Mid-week informal spelling test whereby students test each other and write misspelled words.
- D. Friday group spelling test given by reciting the word and the mnemonic trick sentence.
- E. Students write misspelled words 5 times each.

2. Whole Brain Spelling Approach

Apple II Computer software has made available the Whole Brain Spelling Program. Whole brain education is an approach to learning that combines "left-brain" and "right-brain" kinds of thinking. Along with left brain abilities to reason, to apply rules and to learn steps for doing tasks - one can also use imagination, right brain abilities to create and remember internal pictures, to trust feelings and intuition.

Whole Brain Spelling is specifically aimed at developing internal visual skills to improve spelling. It is intended to teach individuals a method for learning how to spell rather than to provide a comprehensive spelling program. The goals of Whole Brain Spelling are:

- * to develop visual imaging skills for spelling.
- * to offer 200 ten-word lists for spelling practice.
- * to diagnose and indicate areas for self-correction.

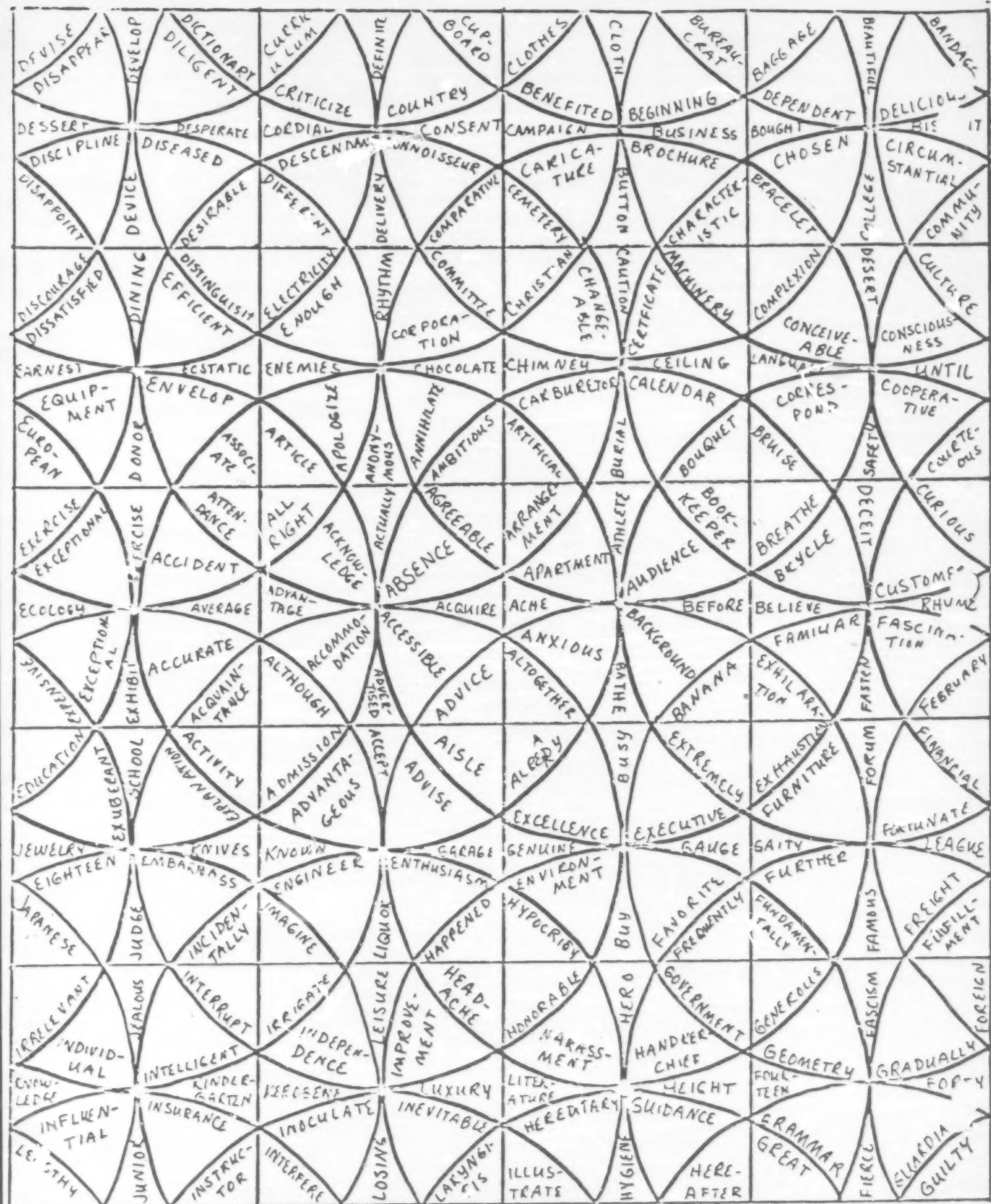
3. Geometric Spelling Sheet

The Geometric Spelling Sheet provides individual reinforcement of student's monthly spelling words. As students complete the week's spelling test, they color in the geometric shape containing the correctly spelled words. These sheets can be displayed in the classroom or remain in the student's folder.

The Geometric Spelling Sheet is courtesy of Marie Gass, Owen Sabin Occupational Skill Center.

EXAMPLES FOLLOW:

[illegible]



IV. CREATIVE WRITING

The art of writing should be a normal, useful, inescapable part of the student's environment. This is an important aim of the writing opportunities in our program.

Realizing that our students have varying abilities, we attempt to provide assignments that can be accomplished at all levels. Writing experiences may vary in their focus, such as: creativity, writing mechanics, self-expression, usefulness, humor, communication.

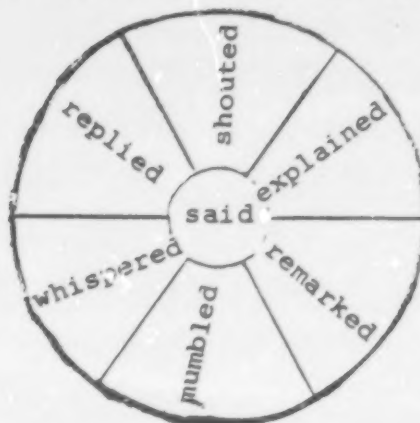
Throughout this booklet, various writing opportunities have been included in other categories (journal writing, cloze, interviews, group activities, units, challenges). These will not be duplicated in this section.

The following writing ideas are those which TCAP students have found fun and challenging.

(These are in no way intended to be sequential. Due to the open entry / exit nature of our program, students are assigned one or two writing assignments a week. The list of writing ideas are followed by examples (dittos) of additional writing exercises.

WRITING IDEAS

1. CREATE WORD WHEELS - In center of cardboard wheel, write an overused word. Have students generate alternate ways of saying the same word. Place in an area where students write.



2. ALLITERATIVE SENTENCES - Give small groups or individuals long strips of paper with one word written on each strip. Have students create alliterative sentences of 9-12 words using the beginning word. Have dictionaries available.
3. MAKE LISTS OF IDIOMS - Listen to TV, radio, general conversation and create lists of idioms. Examples: "I'm tickled pink," "We had Julie for dinner," "If you break that, I'll crown you!"
4. SENTENCE STRETCHING - Pass a short sentence to six people in a small group. Each person must add or change one word to make sentences more specific and interesting. Example: She ate dinner (becomes) The hungry ballerina gobbled her sloppy green soup.
5. Write about HOW IT FEELS TO BE AFRAID. Start with "When You're Afraid" and list several outcomes. Examples:

When you're afraid:

Your hands get clammy
Breathing speeds up
You forget what you were thinking
You might want to cry
6. FOUND WRITING - Cut words or letters out of magazines/newspapers to create: poems, questions, sentences, announcements, warnings, secrets, stories.

7. INVITATION WRITING - Write an invitation to any sort of an event. Be sure to tell guests the occasion, when it starts, ends, what to expect, what to bring, what to wear, etc.

IDEAS:

- * Lady bug hunt
- * Alligator hunt
- * A safari
- * W W II
- * Cloud walk
- * Boomerang contest
- * White water raft trip

8. DRAW A DESIGN - Write a description of a design. Have another person draw your design by listening to your directions. Compare with the original.

9. CLOZE - Example in group activity section.

10. SEQUENCING - Tear any 10 pages out of a picture magazine and put them together in a sequence that makes sense.

11. SEQUENCING - Cut up newspaper comics and have students put into suitable sequence.

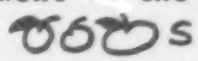
12. Find the highest number of uses for a potato that does not include eating it.

Find a dozen new uses for anything.

13. Read Lost and Found ads. Ask students to write imaginative ones. Example:

Lost: Fire-breathing dragon. Last seen near tar pits. Harmless. Loves to cuddle. Call at once. 655-1111.
REWARD: Dragon ride, no charge.

14. RHEBUS WRITING - Write sentences or stories using rebus writing. Use stamps, drawings or cutouts for pictures. Example:

 went to the  to buy
some .

15. WRITING SIMILIES (comparisons):

As tired as _____
As green as _____
As huge as _____
The rain was like _____

16. Write and illustrate Haiku.

Rules: about nature
 use 17 syllables
 3 lines - 5,7,5 syllables

Example: The bee is set free
 But flowers, you'll only stay
 Alive for a while.

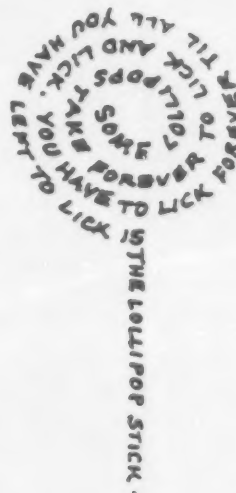
17. DIAMANTE (dee-ah-mahn'-tay)

Line 1 - one word, subject, noun
Line 2 - two adjectives
Line 3 - three -ing words
Line 4 - four nouns related to subject
Line 5 - three -ing words
Line 6 - two adjectives
Line 7 - one noun opposite of subject

EXAMPLE: cat
soft, cuddly
purring, scratching, playing
baby, kitten, change, adult
lurking, leaping, killing
meaner, madder
tiger

18. CONCRETE POEMS - Picture poems made out of letters and words; they are strongly visual.

EXAMPLE:



References and Resources

Writing Skills

1. All About Commas; Lakeshore Lifeskills (software).
2. Capitalization; Lakeshore Lifeskills (software).
3. Demonic Mnemonics by Suid; Pitman Learning, Inc.; Belmont, California, 1981.
4. Final Assembly Writing; Lakeshore Lifeskills (software).
5. Flair--A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Creative Writing by Spencer; Educational Services Inc.; Stevensville, Michigan.
6. Foxfire; edited by Elliot Wigginton, Doubleday, 1972.
7. If You're Trying to Teach Kids How to Write, You've Gotta Have this Book by Marjorie Howard, Incentive Publications, Nashville, Tennessee, 1979.
8. Lessons in Journal Writing by Pirie; Learnco, 1979.
9. Link It All Together; Lakeshore Lifeskills (software).
10. Pass the Poetry Please by Hopkins; Citation Press; N.Y., 1972.
11. Punctuation 1; Lakeshore Lifeskills (software).
12. Sources: Using Personal Journal Entries to Generate Academic and Creative Writing; Interact, 1978.
13. The Ungame; The Ungame Co., Anaheim, California
14. Using Quotation Marks; Lakeshore Lifeskills (software).
15. Values Clarification by Simon, Howe and Kirschenbaum, Hart Publishing Co., N.Y., 1972.
16. Whole Brain Spelling; Sublogic Communications Corp. (software).
17. Write In By Purcell; Educational Insights; Carson, California, 1977.

Name _____

Developed by _____
Tri-City Area Public Library
Clackamas Community College

END

PUNCTUATION

THIS IS GOING TO BE A BREEZE. . . .



THE PERIOD (•) IS USED TO END A STATEMENT.

Examples: He heard a sudden noise. ←
We worked from dawn until dusk. ←
I shall ask if he can go. ←

THE PERIOD (•) IS USED TO END ABBREVIATIONS.

Examples: Feb. 16 (February)
Sgt. (Sergeant)
Mr. (Mister)
St. (Street)

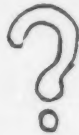
THE PERIOD (•) IS ALSO USED TO SEPARATE DOLLARS FROM CENTS AND AS A DECIMAL POINT.

Examples: \$29.95
\$.14
1.1
2.05

THE EXCLAMATION POINT  IS USED TO INDICATE STRONG EMOTION. IT COULD BE USED AFTER ONE OR TWO WORDS OF STRONG EMOTION, OR AT THE END OF A SENTENCE.

Examples: Oh No!
Come at once!
"I give up!" she screamed.
Stop! I want to finish this conversation.

THE QUESTION MARK



IS USED TO END A QUESTION. RIGHT?
RIGHT!

Examples: Who could it be?
Where did you file the letter?
Was that sculpture one of his greatest?

Watch Out !!! →

DO NOT USE A QUESTION MARK
AT THE END OF A STATEMENT
THAT ONLY STATES THE QUESTION
BUT DOES NOT ASK IT.

Examples: I asked if you thought it was a good idea.
We were wondering how you felt.
We inquired about the motel rates.

PRACTICE 1 FILL IN THE NECESSARY PERIODS, QUESTION MARKS,
AND EXCLAMATION MARKS.

1. Michelangelo was the world's greatest sculptor
2. How old was he when he died
3. Whew Was he really ninety years old
4. Construct a statue of your best friend
5. Wow What a sculptor he became
6. Whew He surely did some beautiful creative work in the Sistine Chapel
7. Was the "Madonna and Child" one of his great works
8. Michelangelo's family did not want him to become an artist
9. Gosh Did he do that statue of David
10. Michelangelo was a great artist at eighteen years of age
11. Stop Can't you see that table in your path
12. I hope Mr. Heater lets me off this afternoon
13. Jackie is working in the office during study periods
14. Type that report carefully
15. Take a letter to Mr. M L Wittich
16. Did you complete that letter to Mr Wittich
17. Ouch One of these days I'm going to tear this door right off the hinges
18. Did Mrs Phillips call you about that report
19. Are you leaving Tuesday, Sept 4
20. Andy lives in the house on the corner of Elm St
21. Where did you file that letter from Mr Anderson
22. Help I'm caught in the filing cabinets
23. Capt D G Henson, of the U S Navy, will speak tomorrow
24. Ms Mabrey is the guest speaker at the Concord, N C victory dinner
25. Paper, pencils, typewriter, pens, etc will be furnished
26. Are you honest or not That is the question
27. What is the meaning of this, Sir
28. Help
29. If we cannot ask you, who can we ask
30. What was that

31. Did you hear that He asked me what it sounded like
32. Was Tri City Alternative Program open yesterday
33. The students at Tri City are creative and intelligent
34. Will you have your G E D complete by winter
35. Learning is experienced in many ways
36. Are there fun ways to learn
37. Education continues during our entire life
38. Trust yourself The answer is often inside you

PRACTICE 2

PUT PERIODS, QUESTION MARKS, AND EXCLAMATION POINTS WHERE THEY BELONG IN THE FOLLOWING PARAGRAPH. BE SURE TO MAKE A CAPITAL LETTER OUT OF THE FIRST WORD OF EACH SENTENCE.

Turtles have been around for 175 million years during that time dinosaurs came and disappeared the life of sea turtles remains a mystery they come to shore to lay their eggs, then they disappear back into the water the female digs a two-foot hole, lays about 110 golf-ball size eggs, and covers them with sand she then crawls back into the sea baby turtles crawl into the water they are not seen again until, as females, they come ashore to lay their eggs

Now do you understand more about turtles wow you could win a trivia contest with this kind of information

Name

PRACTICE 3

NOW IS YOUR CHANCE TO SHOW YOU KNOW ABOUT USING
END PUNCTUATION. REFER TO THE FIRST TWO PAGES
FOR EXAMPLES. DO THE FOLLOWING:

Write 3 wonderful, creative sentences using periods.

1. _____

2. _____

3. _____

Write 3 sentences using abbreviations.

1. _____

2. _____

3. _____

Write 3 sentences using decimal points.

1. _____

2. _____

3. _____

Write 3 sentences using exclamation points.

1. _____

2. _____

3. _____

Write 3 sentences using question marks.

1. _____

2. _____

3. _____

Developed by staff of
Tri-City Alternative Program
Clackamas Community College

Name _____

EVERYTHING YOU'VE ALWAYS WANTED TO KNOW ABOUT THE

COMMA

READ →

The comma is a pause. It gives your reader a chance to stop for a moment, to think about where your sentence has been and where it is going, and to prepare to read on.

REMEMBER →

If there is no reason for a comma, LEAVE IT OUT!

PART A

COMMAS FOR DIRECT ADDRESS

Examples: Bob, you must leave now.
 You must, Bob, leave now.
 You must leave now, Bob.



Bob is the person spoken to; he is being addressed directly. His name is set off by commas wherever it appears in the sentence.

PRACTICE I CIRCLE THE NAME OF THE PERSON OR PERSONS BEING
DIRECTLY ADDRESSED AND PUNCTUATE THE SENTENCE
CORRECTLY.

1. Larry help me carry these heavy packages.
2. I tell you my friends that I couldn't care less.
3. You know Father it's too cold to play football today.
4. Will you be able to help me with my paper tonight Susan?
5. I think Marsha that you ought to go to the party.
6. Now I have you in my clutches my proud beauty.
7. Get out of my roast you mangy old dog!
8. As I see it Sid you only have one option--go for it!
9. O.K. folks the show's over.
10. My dear child there is no Santa Claus.

* * * * *

PRACTICE II WRITE 5 SENTENCES USING DIRECT ADDRESS.
PUNCTUATE CORRECTLY.

1. _____
2. _____
3. _____
4. _____
5. _____

PART B

COMMAS FOR PARENTHETICAL EXPRESSIONS

Examples: By the way, I think you're beautiful.
I think, by the way, that you're beautiful.
I think you're beautiful, by the way.

EXPLANATION

BY THE WAY modifies or qualifies the entire sentence or idea.
It is called "parenthetical" because it seems to be almost a side remark, something that could be placed in parentheses:
(by the way) I think you're beautiful.

→ IN A SENTENCE SET OFF A PARENTHETICAL EXPRESSION WITH COMMAS.

Here are some more parenthetical expressions:

As a matter of fact

In the first place

By the way

To tell the truth

Last of all

In fact

It seems to me

For example

PRACTICE I

CIRCLE THE PARENTHETICAL EXPRESSION AND THEN SET IT OFF WITH COMMAS.

1. To begin with I want to see the manager.
2. He is in fact a slob.
3. The customers it seems never stop complaining.
4. She possesses it would seem psychic powers.
5. Honestly it was an accident.
6. This paper I feel isn't adequate.
7. In truth I didn't like the ballet.
8. This is not a good idea by the way.
9. My dad insists for example that I save \$5.00 a week.
10. My latest book I hope will sell a million copies.

PRACTICE 2 WRITE 5 SENTENCES USING PARENTHETICAL
EXPRESSIONS. PUNCTUATE CORRECTLY.

1. _____
2. _____
3. _____
4. _____
5. _____

PART C .

COMMAS FOR ADDRESSES

Example: My teacher moved from 300 Foster Place, San Antonio,
Texas, to Raton, New Mexico.

REMEMBER → COMMAS SEPARATE DIFFERENT PARTS OF AN ADDRESS.

→ A COMMA FOLLOWS THE LAST ITEM IN AN ADDRESS ←

★ ★ If you are trying to decide where to put commas, look for the
★ different parts--the name, the street, the city, the state, the
country. Put a comma between each part and at the end if the
sentence continues.

PRACTICE I PUNCTUATE CORRECTLY

1. The class traveled to the Botanical Gardens Park Place Sydney Australia.
2. My buddy from the Philippines is making a special dinner for us at his house at 60 Ventnor Avenue Portland.
3. The doctor has a beautiful office near St. Marks Place.
4. Who lives at 9999 Ninth Avenue San Francisco California?
5. I live near Valentine Avenue and close to the park.
6. There is an Amsterdam New York and an Amsterdam Netherlands.
7. We do most of our shopping at Nordstroms 70 West Boulevard Little Rock Arkansas.
8. His father lives in San Juan Puerto Rico, but his sister has never been out of Queens.

EVERYTHING YOU'VE ALWAYS WANTED TO KNOW ABOUT THE COMMA -Page 5-

PRACTICE 2

WRITE 5 SENTENCES USING ADDRESSES. PUNCTUATE
CORRECTLY.

1. _____
2. _____
3. _____
4. _____
5. _____

* * * * *

PART D

COMMAS FOR DATES

I arrived on Tuesday, March 18, 1977, and found that I was
in the wrong city.

→ COMMAS SEPARATE THE DIFFERENT PARTS OF THE DATE.

→ A COMMA FOLLOWS THE LAST ITEM IN A DATE.

BUT. . . She saw him on Monday and spoke to him.

(A one-word date preceded by a preposition is not followed
by a comma. Only use commas when there is more than one part
of the date.)

PRACTICE 1

PUNCTUATE CORRECTLY.

1. I was born on January 10 1963 in a small town.
2. On Wednesday June 8 1977 I became a junior lifesaver.
3. Your book is at the Downtown Library; where it has been waiting
for you since April 19 1976.
4. On February 5 1900 the Athletic Club voted him into membership.
5. Friday June 18 was my lucky day.

PRACTICE 2

WRITE 5 SENTENCES USING DATES.

PUNCTUATE AS NEEDED.

1. _____
2. _____
3. _____
4. _____
5. _____

* * * * *

PART E

COMMAS AFTER INTRODUCTORY PHRASES

Example: By the end of the season, our team will have won ten games straight.

- ★ ★ By the end of the season - introduces the main idea. An
- ★ introductory phrase is usually followed by a comma.

Example: On Thursday we left for Hawaii.

- ★ ★ A very short introductory phrase need not be followed by a
- ★ comma.

* * * * *

PRACTICE 1

PUNCTUATE CORRECTLY.

1. At the time of his arrival the rain had already stopped.
2. In the middle of the afternoon the four boys left their trailer in search of water.
3. Every Thursday at three he walks into the store to buy a chocolate bar.
4. By noon she had exercised all that she had wanted to.
5. On my tour of the national parks I found these maps very helpful.
6. After such hot weather I always feel ready for a vacation in Alaska.
7. Before the party ends let me tell you how nice it's been.
8. Near the end of the day the player was so tired that she could barely pick up the bat.

PRACTICE 2

WRITE 5 SENTENCES USING INTRODUCTORY PHRASES.
PUNCTUATE CORRECTLY.

1. _____
2. _____
3. _____
4. _____
5. _____

THE APOSTROPHE

Name _____

A. APOSTROPHE

- PART A USING THE APOSTROPHE FOR CONTRACTIONS
PART B DEFINING THE POSSESSIVE
PART C USING THE APOSTROPHE TO SHOW POSSESSION
(In words that do not already end in "s")
PART D USING THE APOSTROPHE TO SHOW POSSESSION
(In words that already end in "s")

PART A USING THE APOSTROPHE FOR CONTRACTIONS

A contraction is a way of combining two words and making one word out of them.

Example: do not = don't

The apostrophe always points to where a letter is missing.

Example: should + not = shouldn't ("o" is missing)
I + have = I've ("a" is missing)

PRACTICE I WRITE THESE AS CONTRACTIONS

- | | |
|------------------------|-----------------------------|
| 1. I + will = _____ | 9. she + will = _____ |
| 2. you + are = _____ | 10. they + are = _____ |
| 3. will + not = _____ | 11. she + has = _____ |
| 4. who + is = _____ | 12. you + will = _____ |
| 5. it + has = _____ | 13. would + not = _____ |
| 6. they + will = _____ | 14. does + not = _____ |
| 7. he + is = _____ | 15. I + shall = _____ |
| 8. you + have = _____ | 16. that paper + is = _____ |

NOTE: "Won't" is an odd contraction because it cannot be broken into its two words the same way the contractions above can.

will + not = won't

PRACTICE 2 SUPPLY THE MISSING APOSTROPHES:

1. Hell go to school in the fall.
2. Its raining.
3. Hes not here now.
4. Youre supposed to leave soon.
5. Theyre at home.
6. whos at the door?
7. Whats that for?
8. Its hard to do homework when the television is on.
9. Shell be in Europe soon.
10. Theyre going to the theater next week.

PRACTICE 3 WRITE FIVE SENTENCES USING THE APOSTROPHE IN A
CONTRACTION

1. _____
2. _____
3. _____
4. _____
5. _____

A POSSESSIVE SHOWS POSSESSION. IT MEANS THAT ONE POSSESSES OR HAS SOMETHING.

Examples

- a) the hat of the man means the man possesses (owns) the hat, and it can be rewritten, "the man's hat"
- b) the sense of humor of the girl means the girl has a sense of humor, and it can be rewritten, "girl's sense of humor."

1. the shoes of Mary = _____
2. the personality of the teacher = _____
3. the office of the secretary = _____
4. the toys of the boy = _____
5. the power of the horse = _____
6. the term of the president = _____
7. the notebooks of the student = _____
8. the husband of the cousin = _____

1. the book of my father
becomes
2. my father's book

PRACTICE 1 PLACE AN APOSTROPHE WHERE NEEDED.

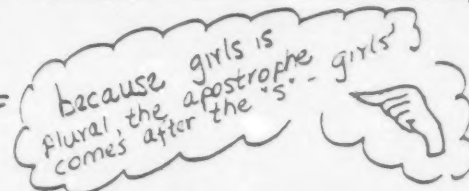
1. The divers mask
2. That womans son is my friend.
3. The mans daughter is a doctor.
4. Margos vacation was exciting.
5. The students needs are the same as mine.

PRACTICE 2 WRITE 8 SENTENCES THAT USE AN APOSTROPHE TO SHOW OWNERSHIP.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

PART D USING THE APOSTROPHE TO SHOW POSSESSION (in words that already end in "s")

Example: the toys of the girls
becomes
the girls' toys



RULE * IF THE POSSESSIVE WORD ENDS IN AN "S", AND IS PLURAL, ADD AN APOSTROPHE AFTER THE "S".

PRACTICE 1

CHANGE THESE PHRASES INTO POSSESSIVES WITH AN APOSTROPHE. THESE WORDS ARE PLURAL AND REQUIRE S'.

1. the jackets of the pilots = _____
2. a residence of the interns = _____
3. the car of my cousins = _____
4. the papers of these students = _____
5. the present of the aunts = _____

PRACTICE 2

WRITE 6 SENTENCES THAT USE AN APOSTROPHE TO SHOW POSSESSION. USE WORDS THAT END IN "S".

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

PRACTICE 3

THERE ARE TWO KINDS OF SPECIAL CASES TO THE APOSTROPHE RULES:

1. Words like "men," "women," "children", and "people" are plural but do not end in "s". They need an 's to show ownership.

the manners of the children

becomes

the children's manners

2. If the possessive word is a name that ends in "s", add an apostrophe and a new "s".

the friends of Chris

becomes

Chris's friends

PRACTICE 4 WRITE EACH OF THE FOLLOWING GROUPS OF SHORT SENTENCES
AS ONE SENTENCE BY USING A POSSESSIVE.

EXAMPLE: Joan has a friend. The friend comes from Chile.
becomes--

Joan's friend comes from Chile.

1. The people have a committee. The committee is making changes.

2. Linda has a child. The child is sick with the flu.

3. John has a friend. She knows astrology.

4. Mr. Jones owns a cobra. The cobra is very friendly.

5. A woman has a place. The place is not confined to the home anymore.

6. Bobbie has an appointment. Her appointment is at noon.

7. My uncles have a friend. The friend knows many fascinating stories
about buried treasure.



BE CAREFUL!!

REMEMBER THAT THE APOSTROPHE IS USED TO SHOW POSSESSION BY NOUNS. NO APOSTROPHE IS USED IN POSSESSIVE PRONOUNS. (underlined below.)

SINGULAR

my book
your book
his book
her book
its book

PLURAL

our book
your book
their book

★ ★ DO NOT CONFUSE ITS (Possessive pronoun) WITH IT'S (contraction for it is or it has) OR YOUR (possessive pronoun) WITH YOU'RE (contraction for you are).

PRACTICE 5 WRITE THE LETTER OF THE SENTENCE THAT DOES NOT HAVE AN ERROR IN THE USE OF APOSTROPHES.

1. _____
 - a. The child's operation used up most of his parents' savings.
 - b. The child's operation used up most of his parents' savings.
 - c. The child's operation used up most of his parent's savings.
2. _____
 - a. Several student's ideas of its meaning were different from Tom's.
 - b. Several students' ideas of its meaning were different from Tom's.
 - c. Several students' ideas of it's meaning were different from Toms.
3. _____
 - a. Carol's dress is just like hers except that it's darker.
 - b. Carol's dress is just like her's except that it's darker.
 - c. Carols' dress is just like hers except that its darker.
4. _____
 - a. The sale includes ladie's dresses and men's suits.
 - b. The sale includes ladies' dresses and mens' suits.
 - c. The sale includes ladies' dresses and men's suits.
5. _____
 - a. This newspaper's plan was to print as many voter's opinions as possible before the election.
 - b. This newspaper's plan was to print as many voters' opinions as possible before the election.
 - c. This newspapers' plan was to print as many voters' opinions as possible before the election.
6. _____
 - a. The childrens' toys were scattered all over the Bradys' lawn.
 - b. The children's toys were scattered all over the Brady's lawn.
 - c. The children's toys were scattered all over the Bradys' lawn.
7. _____
 - a. Why should the boys expect two days' pay for one day's work?
 - b. Why should the boys' expect two days' pay for one days' work?
 - c. Why should the boys expect two day's pay for one day's work?

8. _____ a. The women's committee studied each candidate's record before making its recommendation.
b. The women's committee studied each candidates' record before making its recommendation.
c. The womens' committee studied each candidate's record before making its recommendation.
9. _____ a. The teacher couldn't read several pupils' papers.
b. The teacher couldn't read several pupils' papers.
c. The teacher couldn't read several pupil's papers.
10. _____ a. Harold's voice could be heard above the other boy's voices.
b. Harolds'voice could be heard above the other boys' voices.
c. Harold's voice could be heard above the other boys' voices.

WHEN & WHERE TO USE QUOTATION MARKS

DIRECT QUOTATIONS —————> Use around a person's exact words.

Rafael whispered, "Yes, I love you."

RULES: NOTE THE PUNCTUATION.

A COMMA is used before the direct quotation.

QUOTATION MARKS are used around the speaker's exact words.

A CAPITAL LETTER is used for the first word of a direct quotation.

A PERIOD is used inside the final quotation marks.

ALL PUNCTUATION (COMMAS, PERIODS, QUESTION MARKS, EXCLAMATION POINTS) ARE PLACED INSIDE THE QUOTATION MARKS.

The direct quotation may also come first in the sentence.

"Yes, I love you," Rafael whispered.

PUT QUOTATION MARKS AROUND THE EXACT WORDS OF A SPEAKER (but not around an indirect quotation)

EXAMPLES

"I want to continue my education," she remarked.
He said, "I will go." (his exact words)

★★ He said that he would go. (not his exact words)

★★ Whenever that precedes the words of a speaker (as in the third example), it indicates that the words are not a direct quotation and should not have quotation marks around them.

EXERCISE 1: Write D.Q. for direct quotation and I.Q. for indirect quotation on the line by the following sentences. Punctuate correctly any sentence that is a direct quotation.

- _____ 1) Woody Allen says that the toughest writing is going from nothing to the first draft.
- _____ 2) Simplify, simplify, said Henry David Thoreau.
- _____ 3) Will it take long to check the reference she asked.
- _____ 4) She commented that rock concerts were very expensive in this day and age.
- _____ 5) Did you see the Elton John concert Rosemary asked.

PUNCTUATING SPLIT QUOTATIONS

***Every quotation begins with a capital letter.
But when a quotation is split or broken, the
second part does not begin with a capital letter
unless it is a new sentence.

EXAMPLES

1. "Because it is late," he said, "you had better go."
2. "It is a long ride to Portland," he said.
"I will start early."

EXERCISE 3: REWRITE THESE SPLIT DIRECT QUOTATIONS, PUNCTUATING THEM CORRECTLY. DECIDE IF THESE QUOTATIONS ARE ONE SENTENCE OR TWO.

1. If you are tired she said you might as well leave now.

2. Don't drive so fast he begged I get nervous.

3. Since it is Thursday we replied we leave early today.

4. I want to go to Canby he told me I have relatives there.

5. She likes me her friend answered because she thinks that I am fair.

6. Riding a motorcycle she informed us can be a lot of fun.

7. This catalogue is fantastic the clerk said and you can have it for free.

8. I have to read this novel he moaned but I don't think I'll have time.

PRACTICE 3

WRITE 5 SENTENCES USING SPLIT QUOTATIONS.

1. _____
2. _____
3. _____
4. _____
5. _____

END PUNCTUATING QUOTATIONS

A sentence may end in any one of three ways:

With a period (.)

With a question mark (?)

With an exclamation point (!)

The period (.) is always placed inside the quotation marks.

He said, "My car gets thirty-seven miles per gallon."

The question mark (?) and the exclamation point (!) may go before or after the quotation marks -- depending on the sense of the sentence.

#1 He asked, "Where are you?"

#2 Did he say, "I am ten years old"?

READ THIS CAREFULLY: The question mark in sentence #1 is placed before the end quotation marks because the words inside the quotation marks ask a question. The question mark in sentence #2 is placed after the end quotation marks because the words inside the quotation marks do not ask a question.

EXERCISE 4

WRITE THESE DIRECT QUOTATIONS, PUNCTUATING THEM CORRECTLY. IF YOU NEED TO GO BACK, READ THE RULES, AND READ THE EXAMPLES.

1. She asked why did you do that

2. He screamed I hate parsley

3. Did you say the frost is on the pumpkin

4. Don't blame me he insisted

5. How are you he asked

6. The crowd roared we want a touchdown

7. My uncle thought how can I leave without being seen

8. This car is dangerous warned the mechanic

9. The fireman yelled jump

10. Won't you try to come home tonight she asked sadly

PRACTICE 4

WRITE THE LETTER OF THE SENTENCE WHICH IS CORRECTLY PUNCTUATED.

1. _____ a. "It was like shooting fish in a barrel," laughed the coach.
_____ b. "It was like shooting fish in a barrel, laughed the coach."
2. _____ a. The customer complained, "That the steak was tough."
_____ b. The customer complained that the steak was tough.
3. _____ a. "You can't swim here," said the lifeguard.
_____ b. "You can't swim here", said the lifeguard.
4. _____ a. "Is your mother at home?," asked the agent.
_____ b. "Is your mother at home?" asked the agent.
5. _____ a. "Why won't this car start," questioned Pete?
_____ b. "Why won't this car start?" questioned Pete.

6. _____ a. Mrs. Dawson replied, "You can't take it with you."
_____ b. Mrs. Dawson replied "You can't take it with you".
7. _____ a. "What a complete waste of money," exclaimed my sister!
_____ b. "What a complete waste of money!" exclaimed my sister.
8. _____ a. "I'm getting hungry," said Hal. "Let's stop for lunch."
_____ b. "I'm getting hungry," said Hal, "let's stop for lunch."
9. _____ a. "The best way to stop smoking," said the doctor. Is to stop."
_____ b. "The best way to stop smoking," said the doctor, "is to stop."

USE QUOTATION MARKS AROUND TITLES OF SHORTER WRITTEN PIECES --
ESSAYS, ARTICLES, CHAPTERS, POEMS, AND SONGS:

Who wrote "Body and Soul"?

William Goldman wrote "Magic."

"Yesterday" was written by the Beatles.

WRITE 4 EXAMPLES OF USING QUOTATION MARKS IN THIS WAY:

1. _____
2. _____
3. _____
4. _____

SEMICOLONS

--- AND WHEN TO USE THEM

THE SEMICOLON IS A STRONG MARK OF PUNCTUATION. IT SIGNALS THE END OF A THOUGHT. UNLIKE THE PERIOD, IT IS USED IN THE MIDDLE OF A SENTENCE BECAUSE IT CONNECTS TWO COMPLETE THOUGHTS WHICH ARE CLOSELY RELATED.

THIS IS A SEMICOLON (;)

USE THE SEMICOLON:

1. To combine two closely related complete thoughts that are joined by such words as however, therefore, moreover.

EXAMPLES:

(1) We had hoped to be on time; however, the heavy traffic slowed us up.

★ NOTE: The semicolon goes after the 1st complete thought, and a comma goes after however.

(2) We wanted to finish up our work before 7:00; therefore, we worked through lunch.

WHAT ARE THE TWO COMPLETE THOUGHTS IN EXAMPLE (1)?

WHAT WORD CONNECTS THE TWO COMPLETE THOUGHTS?

WHAT ARE THE TWO COMPLETE THOUGHTS IN EXAMPLE (2)?

WHAT WORD CONNECTS THE TWO COMPLETE THOUGHTS?

1. _____

II. USE THE SEMICOLON TO COMBINE TWO CLOSELY RELATED THOUGHTS THAT ARE NOT JOINED TOGETHER BY A CONJUNCTION. (and, or, but)

EXAMPLE: The party was a great success; there were seventy people who showed up.

WHAT ARE THE TWO COMPLETE THOUGHTS?

WHAT PUNCTUATION CONNECTS THE TWO THOUGHTS?

EXAMPLE: I never tell a lie; I sometimes tell half truths.

WHAT ARE THE TWO COMPLETE THOUGHTS?

IF YOU DO NOT USE THE SEMICOLON IN THE ABOVE SENTENCE, WHAT IS ANOTHER WAY TO PUNCTUATE THE SENTENCE?

PRACTICE

WRITE 5 SENTENCES USING A SEMICOLON BETWEEN TWO COMPLETE THOUGHTS.

1.

2.

3.

4.

5.

III. USE A SEMICOLON TO SEPARATE ITEMS IN A LIST WHEN COMMAS WOULD BE CONFUSING.

EXAMPLE: Four people were in the meeting: Mary, a doctor; Susan, a factory worker; Leslie, a secretary, and Joan, a writer.

NOTE: A comma goes after the person's name, before the title, but a semicolon separates each person and title.

WRITE THE FOUR ITEMS (PEOPLE) THAT NEED SEPARATING. _____

EXAMPLE: Three people showed up for the job: A woman from Albany, New York; a man with a 1,000 page resume; and a senior citizen who said he was born in the 1800's.

WHAT THREE THINGS IN THE SERIES NEED TO BE SEPARATED?

WRITE THREE SENTENCES USING SEMICOLONS TO SEPARATE ITEMS IN A LIST WHEN COMMAS WOULD BE CONFUSING.

1. _____

2. _____

3. _____

IF THE SENTENCE IS PUNCTUATED CORRECTLY PUT A C ON THE LINE. IF IT IS INCORRECT, PUT A NC.

1. _____ I am very nervous today; I don't know why.
2. _____ The world acclaimed the Great Houdini's feats of escape; he earned the world's praise.
3. _____ We accepted the invitation; but we cancelled because of illness.
4. _____ Our backs were weak; our spirits were strong.
5. _____ I am working late tonight therefore, don't expect me for dinner.
6. _____ I do not like the contract terms; moreover, do not expect me to sign it.
7. _____ Dr. Toselli was delayed at the hospital; my husband went on home.
8. _____ Cathy, my sister, Charles, my brother, and Carol, my cousin will all be here for Christmas.
9. _____ The Watusi is a gentleman farmer, his specialty is cattle.
10. _____ Our neighbors, the Wilsons, went on their first camping trip, they loved it.

PRACTICE MAKES PERFECT!

EACH INDEPENDENT IDEA BELOW IS THE FIRST HALF OF A SENTENCE.

ADD A SEMICOLON AND A SECOND COMPLETE IDEA. MAKE SURE THAT YOUR SECOND IDEA IS ALSO A COMPLETE THOUGHT AND CAN STAND ALONE.

1. The kids roller skate around the block _____

2. These books are fascinating reading for sailors _____

3. In the afternoon the gardener watered the flowers _____

4. She travels around the country with a rock band _____

5. Some people prefer to live in the country _____

6. The red lamp in the corner is an antique _____

7. Paul has been on a diet for three months _____

8. Dana talks to his house plants _____

WRITE 5 CREATIVE, WONDERFUL SENTENCES USING SEMICOLONS.

HURRAH !

YOU'RE DONE

* ÷ * ÷ * ÷ * ÷ * ÷ * ÷ * ÷ * ÷ *
CAPITALIZATION
* ÷ * ÷ * ÷ * ÷ * ÷ * ÷ * ÷ * ÷ *

ALTHOUGH THERE ARE SOME CAPITALIZATION RULES THAT YOU
MUST REMEMBER, MOST CAPITALIZATION QUESTIONS CAN BE
ANSWERED BY REMEMBERING ONE BASIC PRINCIPLE:

- *** IF IT IS A GENERAL NAME OR WORD --
DO NOT CAPITALIZE
*** IF IT IS SPECIFIC -- CAPITALIZE

CAPITALIZATION RULES

- I. ● Capitalize the first letter of the first word of a sentence.
● Always capitalize the word "I."

Examples: You are now doing the capitalization packet.
In case you are late, I will cover for you.

PRACTICE 1: In each group, circle the letter of the sentence
that is capitalized correctly.

- 1) a. how does the skeleton protect the body?
b. The brain is protected by the hard bones of the skull.
c. the lungs and heart are shielded by the ribs.
- 2) a. I decided that i would enter the race.
b. For months, i practiced every day.
c. When I won, I was glad I'd worked so hard.
- 3) a. "How many elephants can you put in an empty cage?" I asked.
b. My friend said, "i don't know."
c. "Only one," i said, "because after that, the cage isn't empty."

- 4) a. In first-aid class, i learned how to help an accident victim.
b. First, I was told, keep the person still.
c. then, cover the victim with a blanket to keep him or her warm.
- 5) a. the white shark is a large, hungry animal.
b. no matter how much it eats, it is never satisfied.
c. It spends most of its time searching for food.

PRACTICE 2: Fix the mistakes in these sentences. Cross out the small letters and write capital letters above them.

- 6) everything in nature is either in motion or at rest.
- 7) your feet contain one-fourth of the bones in your body.
- 8) i joined the chorus because i like to sing.
- 9) if i had three wishes, i'd wish for three more wishes.
- 10) what is the difference between a microscope and a telescope?

- - * - - Write 2 sentences of your own that demonstrate the rule of capitalization you just learned.

1. _____
2. _____

* * * * *

II. Capitalize names, initials, and titles of people.
Begin the names of days, months, and holidays with capital letters.

Examples: In 1868, General Ulysses S. Grant became president.

In 1896, President William McKinley was elected.

The first Monday in November is Election Day.

* Do Not ever capitalize a season (fall, winter) unless it begins a sentence.

PRACTICE 3: In each group, circle the letter of the sentence that is capitalized correctly.

- 1) a. When did general George Washington cross the Delaware?
b. When did benedict arnold become a traitor?
c. When did King George III admit defeat?
- 2) a. Amelia Earhart made a solo flight across the Atlantic in 1932.
b. In 1937, Ms. earhart attempted a round-the-world flight.
c. She and fred Noonan, her navigator, disappeared over the Pacific.
- 3) a. The month of September is named for the Latin word for seven.
b. The month of october is named for the Latin word that means eight.
c. November and december are named for nine and ten.
- 4) a. Potato chips were invented by mr. George crum.
b. A process for freezing food was invented by Mr. clarence birdseye.
c. The shopping cart was invented by Mr. Sylvan N. Goldman.
- 5) a. The fourth thursd~~ay~~ in November is Thanksgiving Day.
b. The second Monday in October is Columbus Day.
c. On July 4, Independence day is celebrated.

PRACTICE 4: Fix the mistakes in these sentences. Cross out the small letters and write capital letters above them.

- 6) Name the discovery for which sir isaac newton is most famous.
- 7) One of the first movie stars was w. c. fields.
- 8) Federal holidays, such as new year's, are observed in every state.
- 9) From 1939 to 1975, justice william o. douglas served on the Supreme Court.
- 10) president wilson instituted mother's day as a national holiday.

PRACTICE 5: On the lines below, write the words and initials that need capital letters. You do not have to write sentences. Be sure to add capital letters where they are needed.

11) The teddy bear was named after president theodore roosevelt.

12) England's queen victoria ruled from 1837 to 1901.

13) The first arbor day was celebrated on april 10, 1872.

14) mother's day and memorial day are both celebrated in may.

15) The leader of the Nez Perce' Indians was chief joseph.

16) When will fire prevention week be observed this year?

17) president dwight d. eisenhower was known by the nickname ike.

18) ms. susan b. anthony was born on february 15, 1820.

19) Winter begins in december and ends in march.

20) mr. thomas a. edison, inventor of the phonograph, was partially deaf.

→ Write 2 sentences of your own that demonstrate the rule of capitalization you just learned.

1. _____
2. _____

III. Capitalize the names and abbreviations of particular places, such as streets, cities, states, countries, continents, planets, bodies of water, mountains, buildings, and monuments.

Examples: New Orleans Switzerland MacArthur Park
South Dakota Saturn Statue of Liberty

Capitalize the names of particular events and eras.

Examples: World War II World Series Iron Age
Battle of Bull Run Great Depression
Olympic Games

PRACTICE 6: In each group, circle the letter of the sentence that is capitalized correctly.

- 1) a. In Yosemite rational park, there are giant redwood trees.
b. Yellowstone National Park has geysers and hot springs.
c. The colorado river flows through Grand canyon national Park.
- 2) a. The largest cities in Nebraska are omaha and Lincoln.
b) The largest cities in new hampshire are Manchester and Nashua.
c. Phoenix and Tucson are the largest cities in Arizona.
- 3) a. About 6,000 Americans died in battle during the revolutionary war.
b. More than 50,000 Americans died in World War I.
c. Nearly 300,000 Americans died in World war II.
- 4) a. The world series is played every year.
b. The Kentucky derby is also an annual event.
c. The Olympic Games are held every four years.
- 5) a. The capital of Belgium is Brussels.
b. Copenhagen is the capital of denmark.
c. The capital of India is new Delhi.

PRACTICE 7: Fix the mistakes in these sentences. Cross out the small letters and write capital letters above them.

- 6) The pacific ocean is almost twice as large as the atlantic ocean.
- 7) Both the liberty bell and independence hall are in philadelphia.
- 8) During the ice age, the world was covered with ice.
- 9) The allegheny river flows into the ohio river.
- 10) stockholm, sweden, is nearly 10,000 miles from melbourne, australia.

PRACTICE 8: On the lines, write the words that need capital letters. Be sure to capitalize the names of particular places and events.

- 11) Bricks were used in egypt 7,000 years ago.

- 12) The louisiana purchase was made in 1803.

- 13) The smallest continents are europe and australia.

- 14) The bronze age followed the stone age.

- 15) At the smithsonian institution in washington, d.c., you can see the Wright brothers' plane.

- 16) The united states bought alaska from russia for \$7,200,000.

- 17) The largest lake in connecticut is candlewood lake.

- 18) The battle of gettysburg lasted three days.

- 19) How many presidents attended the united states military academy at west point?

- 20) During the great depression, thousands of people were out of work.

Write 2 sentences of your own that demonstrate the rule of capitalization you just learned.

1. _____

2. _____

IV. Capitalize the names of nationalities and languages.

Italian

Norse

South American

Capitalize the names of particular groups.

Boy Scouts of America

Texans

Cheyenne Indian tribe

Whigs

Red Sox

Confederate soldiers

League of Nations

Quakers

Falshoi Ballet

PRACTICE 9: In each group, circle the letter of the sentence that is capitalized correctly.

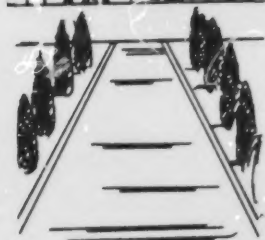
- 1)
 - a. The spanish bayonet is a tree with sword-shaped leaves.
 - b. The Chinese evergreen will grow in either water or soil.
 - c. The japanese maple is a beautiful, fragile tree.
- 2)
 - a. Leo Tolstoy, a russian author, wrote powerful novels.
 - b. Georgia O'Keeffe, an American artist, is known for her paintings of flowers.
 - c. Beethoven, a german composer, wrote symphonies.
- 3)
 - a. Spanish explorers settled in south america.
 - b. Therefore, in most latin american countries, people speak Spanish.
 - c. In Brazil, however, the national language is Portuguese.
- 4)
 - a. President Zachary Taylor was a member of the Whigs.
 - b. President Ulysses S. Grant was a republican.
 - c. President James Buchanan was a democrat.

- 5) a. The word stadium comes from the latin language.
- b. The word umbrella comes from the Italian language.
- c. The word democracy has its origin in the greek language.

PRACTICE 10: Fix the mistakes in these sentences. Cross out the small letters and write capital letters above them.

- 6) In the Civil War, the confederate soldiers wore gray uniforms.
- 7) Fireworks are part of the chinese New Year celebration.
- 8) The store sells colombian, brazilian, and venezuelan coffees.
- 9) The two major american political parties are the democrats and the republicans.
- 10) The montreal canadiens are a canadian hockey team.

PRACTICE 11: On the lines, write the names of nationalities, languages, and particular groups. Be sure to add capital letters where they are needed.



- 11) Yogurt was originally a turkish food.

- 12) _____
The dodgers play baseball in Los Angeles, California.

- 13) _____
The Taj Mahal was built in memory of an Indian princess.

- 14) Shalom means "hello" and "goodbye" in hebrew.

- 15) _____
General Custer was defeated by the sioux indians at Little Big Horn.

- 16) _____
During the Revolution, americans who were loyal to King George III were called tories or loyalists.

- 17) _____
In the year 1000,norse explorers crossed the Atlantic.

- 18) X is the roman numeral for the arabic numeral 10.
- 19) More people speak chinese than any other language.
- 20) Log cabins were first built in America by swedish immigrants.

→ Write 2 sentences of your own that demonstrate the rule of capitalization you just learned.

1. _____
2. _____

V. Capitalize the first, last, and all important words in the titles of books, magazines, newspapers, movies, stories, poems, songs, television programs, reports, and documents.

A Tale of Two Cities
Dclaration of Independence

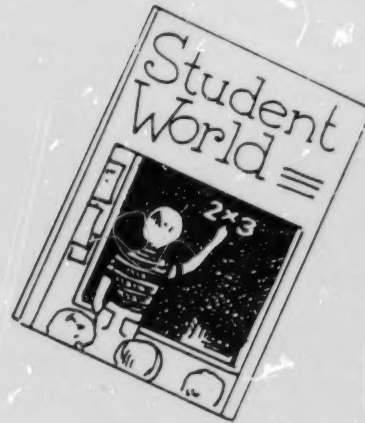
Do not capitalize the word magazine unless it is part of the title.

Newsweek magazine

PRACTICE 12: In each group, circle the letter of the title that is capitalized correctly.

- 1) a. Giants in The Earth
b. Giants In The Earth
c. Giants in the Earth

- 2) a. "The Ransom of Red Chief"
b. "The Ransom of Red Chief"
c. "the Ransom of Red Chief"
- 3) a. Sports Illustrated magazine
b. Sports illustrated magazine
c. sports illustrated magazine
- 4) a. "The Ten O'Clock News"
b. "The Ten 6'clock News"
c. "The ten o'clock news"
- 5) a. The Miami herald
b. The Miami Herald
c. The miami Herald



PRACTICE 13: Fix the mistakes in these sentences. Cross out the small letters and write capital letters above them.

- 6) Did cowboys really sing "home on the range," or is that a modern song?
- 7) Amy wrote a report entitled "changing liquids to gas."
- 8) A lion named Elsa is the central character in the movie called born free.
- 9) Isn't "the night the bed fell" an amusing short story?
- 10) the laziest man in the world is a play about Benjamin Franklin.

PRACTICE 14: On the lines, write the titles correctly. Be sure to begin the first, last, and all important words with capital letters.

- 11) Many people who jog read runner's world magazine.
- 12) star wars has made more money than any other movie.

- ~~13) In seventeen magazine, you can read about fashions.~~
~~14) my side of the mountain was a wonderful book.~~
 15) The first crossword puzzle appeared in the new york world in 1913.

→ Write 2 sentences of your own that demonstrate the rule of capitalization you just learned.

1. _____
 2. _____

VI. Begin the first word of a direct quotation with a capital letter.

Example: William Shakespeare said, "To thine own self be true."

PRACTICE 15: In each pair, circle the letter of the sentence that is capitalized correctly.

- 1) a. Langston Hughes wrote, "hold fast to dreams."
 b. He concluded, "If dreams die, life is a broken-winged bird that cannot fly."
- 2) a. "Did you know that fish cough?" asked Harriet.
 b. Pat replied, "now I do!"
- 3) a. "Where are the canned beets?" asked the shopper.
 b. The clerk answered, "they're in the next aisle."
- 4) a. "What kind of animal can jump higher than a house?" asked Nelson.
 b. Meredith answered, "any animal can. Houses can't jump."
- 5) a. Benjamin Franklin said, "there are no gains without pains."
 b. He also said, "If a man could have half his wishes, he would double his troubles."

PRACTICE 16: Fix the mistakes in these sentences. Cross out the small letters and write capital letters above them.

- 6) "what number do you want?" asked the telephone operator.
- 7) Henry David Thoreau said, "if a man does not keep pace with his companion, perhaps it is because he hears a different drummer."
- 8) Kathleen asked, "has anyone seen my new notebook?"
- 9) Franklin D. Roosevelt declared, "the only thing we have to fear is fear itself."
- 10) Speaking about women's rights, Abigail Adams warned, "we will not hold ourselves bound by any laws in which we have no voice."

_____ Write 2 sentences of your own that demonstrate the rule of capitalization you just learned.

1. _____
2. _____

SPECIAL
REMINDERS

*Capitalize east, west, north, south only when they are used as sections of the country, not as directions.

Example: Rod Lewis lived in the East for three years, then moved to the Midwest.

Turn east at the next corner.

→ For each example, write 2 sentences of your own.

1. _____
2. _____
3. _____
4. _____

* * In a letter, each word of the opening greeting is capitalized except and.

Example: Dear Sir:
Dear Mom and Dad,

→ Circle the letter that needs a capital.
dear mr. and mrs. jones,
dear ms. swanson,
dear aunt betty and uncle george,

*** The first word of the closing of a letter is capitalized.

Example: Sincerely yours,
Love you always,

Circle the letter that needs a capital.

yours truly,
 best wishes,
 thank you,

*** General words used in place of specific names are capitalized.

Examples: Yes, Father.
 Please, Mama:
 What is it, Doctor?

→* Do not capitalize words like father, mother, uncle when they have a possessive word in front of them.

Example: We will go to the beach with Father.
 We will go to the beach with my father.

Circle the letter that should be capitalized.

1. Sure, grandma. We will attend supper on time.
2. When you are gone, father, we take directions from someone else.
3. My mom will accompany us to the concert on Tuesday.
4. Tell your uncle to come, too.

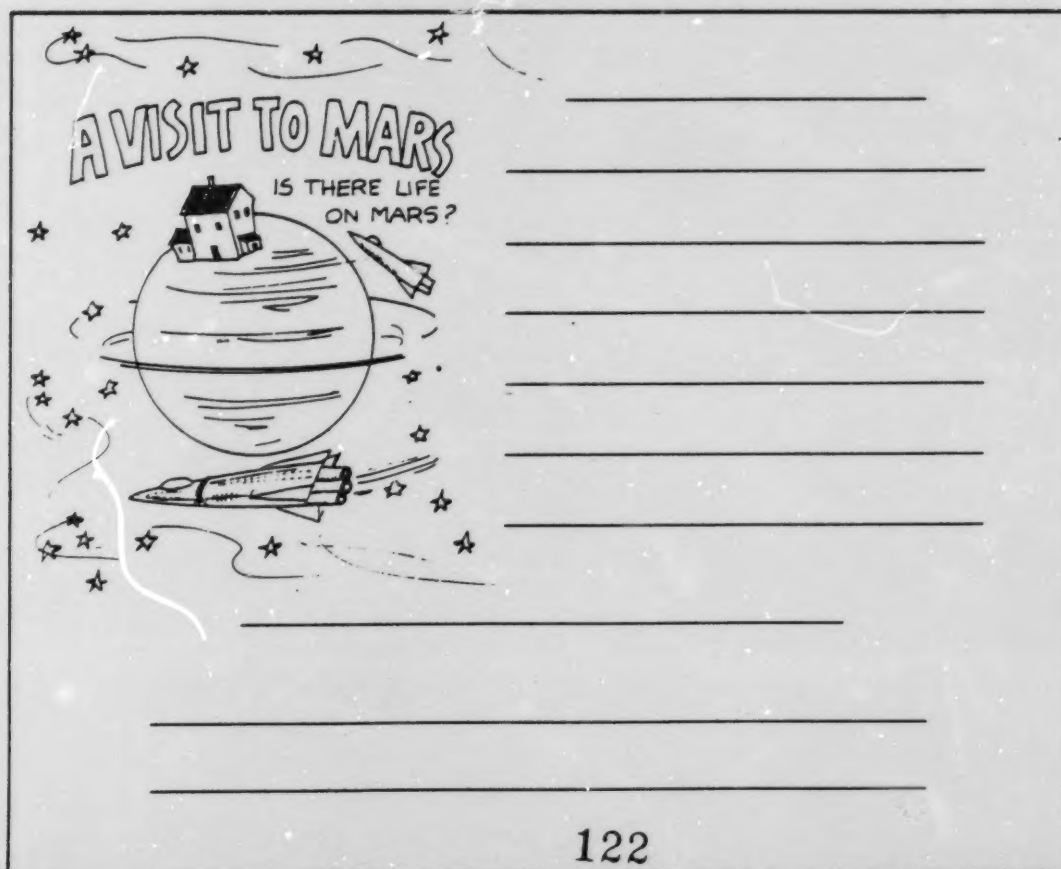
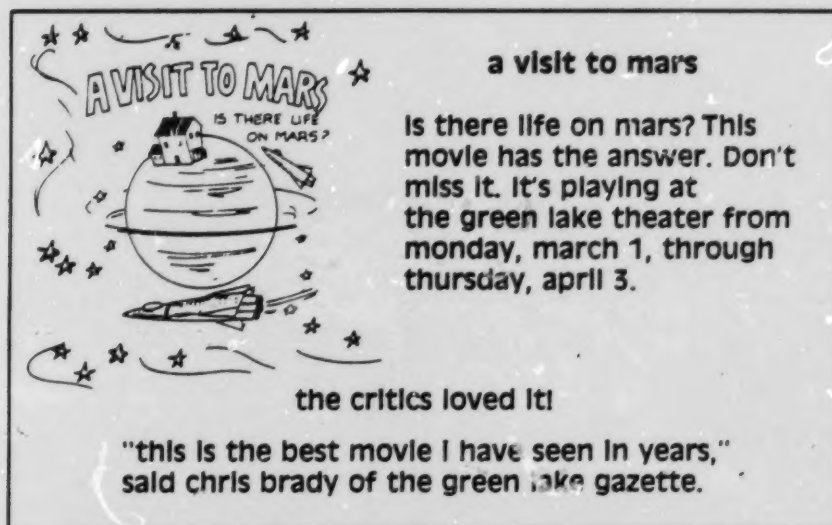
DIRECTIONS: PUT CAPITALS WHERE THEY ARE NECESSARY IN THE FOLLOWING SENTENCES. CHECK THE RULES IF YOU ARE UNSURE!

1. Our history course this semester highlights civilizations of the east.
2. My family plans to move to cypress street in millville, ohio.
3. "if you plan to see the entire art exhibit, be sure to arrive at noon," joan said.
4. the smiths' plans for labor day include a visit to the beach.
5. proceed two blocks north to the traffic light, and turn right onto rumson lane.
6. i asked father to lend me the chevrolet so that we can drive to the elks club which is on the east side of town.
7. speaking to the town's community action council, dr. j. l. olsen suggested revamping mental health services.
8. this september, both of my children, bob and ron, will be attending cedar high school.
9. waiting for the twenty-second street bus, we had time to admire the arrow shirts displayed in stone's haberdashery.
10. "why don't you read the winston item," said mother, "and check for sales on airconditioning?"
11. uncle john and my father are going to crystal lake on saturday to try out their new fishing gear.
12. i've already crossed the atlantic ocean by air, but this summer, in july, i hope to make the crossing on an italian freighter.
13. more and more elementary schools are teaching in spanish in order to meet the needs of the community.
14. you recall reverend hempstead saying that we will study religious philosophy of the east.



Review

The movie advertisement below needs capital letters. On the lines, write the advertisement. Be sure to use capital letters where they are needed.



Name _____

A. Present Tense Agreement

PART A. A SUBJECT AND A PRESENT TENSE VERB AGREE IF YOU USE THE APPROPRIATE FORM OF THE VERB WITH YOUR SUBJECT.

VERBS IN THE PRESENT TENSE (example verb: to walk)

SINGULAR			PLURAL		
If the subject is		the verb is	If the subject is		the verb is
1st person	I	walk	1st person	we	walk
2nd person	you	walk	2nd person	you	walk
3rd person	he, she, it . . .	walks	3rd person	they	walk

PRACTICE 1 - FILL IN CORRECT FORM OF VERB IN THE BLANK

- | | |
|--------------------------|-----------------------|
| 1. They seem tired. | He _____ tired. |
| 2. We hope it is true. | She _____ it is true. |
| 3. They sing. | He _____. |
| 4. She decides to go. | He _____ to go. |
| 5. You fall. | He _____. |
| 6. I laugh often. | She _____ often. |
| 7. We fly. | It _____. |
| 8. You purchase clothes. | He _____ clothes. |



THE ONLY TIME YOU CAN ADD AN -s or -es TO A VERB IN THE PRESENT TENSE IS WHEN THE SUBJECT IS A THIRD PERSON SINGULAR (HE, SHE, IT).

THIRD PERSON SINGULAR	If the subject	The verb in the present tense must take an:
	is	
	↓	
	he she it	
		S (or -ES)

PRACTICE 2 - WRITE IN THE CORRECT FORM OF THE VERB IN THE SPACE AT THE RIGHT OF THE PRONOUN.

EXAMPLE: to see

I see
they see
she sees

a) to hope

he _____

they _____

it _____

b) to live

I _____

she _____

he _____

c) to go

he _____

you _____

we _____

d) to jump

I _____

they _____

she _____

e) to hold

it _____

we _____

you _____

f) to read

she _____

he _____

I _____

g) to write

we _____

you _____

he _____

h) to do

it _____

I _____

he _____

PRACTICE 3 - FIRST LOOK AT THE VERBS IN EACH PARENTHESES IN EACH SENTENCE. Then underline the subject and circle the verb form that agrees with it.

1. They (looks, look) great.
2. In the afternoon he (play, plays) ball in the park.
3. I never (writes, write) letters to the editor.
4. He always (writes, write) letters to the editor.
5. She (plans, plan) to go to medical school.
6. He (gives, give) out all the information he has.
7. I like that book because it (tells, tell) an exciting story.
8. If he (sleeps, sleep) too late, he (misses, miss) the show.
9. Although the soda looks good, it (tastes, taste) terrible.
10. I (thinks, think) I will do well on the test.
11. We love exercise because it (help, helps) us lose weight.
12. She (reads, read) more than most people I (knows, know).
13. If you (want, wants), you can leave now.
14. They (seems, seem) tired.
15. Flowers grow in the spring; they (dies, die) in the winter.
16. Because my guitar is broken, it (sound sounds) terrible.

PRACTICE 3 (Continued)

17. I (drink, drinks) a quart of milk daily.
18. They (drink, drinks) a quart of milk daily.
19. (He (drinks, drink) a quart of milk a day.
20. We (lights, light) candles for dinner on Sunday.
21. You (knit, knits) beautiful sweaters.
22. She (smokes, smoke) too much, he also (smoke, smokes) too much, but I (hates, hate) smoking.

TO BE:	
Irregular Verb in the Present Tense	
<u>PRONOUN</u>	<u>VERB</u>
I -----	am
You, we, they -----	are
He, she, it -----	is

PRACTICE 1 - FILL IN CORRECT FORM OF "TO BE" VERB IN THE SPACE TO THE RIGHT OF THE SUBJECT.

★ USE THE ABOVE CHART TO HELP YOU DECIDE.

EXAMPLE: he is

- | | |
|---------------|----------------|
| 1. we _____ | 9. we _____ |
| 2. you _____ | 10. you _____ |
| 3. I _____ | 11. they _____ |
| 4. she _____ | 12. she _____ |
| 5. we _____ | 13. it _____ |
| 6. it _____ | 14. he _____ |
| 7. you _____ | 15. you _____ |
| 8. they _____ | 16. we _____ |

PRACTICE 2 - FILL IN THE CORRECT FORM OF THE VERB "TO BE" THAT AGREES WITH THE SUBJECT. USE THE CHARTS.

1. They _____ ready to leave now if you _____.
2. Because he _____ late, we _____ angry with him.
3. It _____ too cold to go for a walk.
4. We _____ sorry about your accident; you _____ certainly unlucky with cars.
5. Although I _____ sure about changing my career, it _____ still a big step for me to take.
6. She _____ from Puerto Rico; she _____ a truly amazing person.
7. We _____ in the same history class, but he _____ still rather unkind towards me.
8. They _____ good mechanics.
9. She _____ a good scientist.
10. I _____ a good musician.
11. Because you are an excellent goalie, we _____ glad to have you on our team.
12. It _____ unwise to drive on a slippery road.
13. I _____ so tired!
14. They _____ not willing to do all that extra work.
15. She _____ brighter than her older brother.

TO HAVE

Irregular Verb in the Present Tense

PRONOUNVERB

I, you, we, they	-----	have
he, she, it	-----	has

PRACTICE 1 - FILL IN THE CORRECT FORM OF "TO HAVE" IN THE SPACE TO THE RIGHT OF THE SUBJECT.



USE THE CHART TO MAKE SURE THE VERB AGREES WITH THE SUBJECT.

EXAMPLE: he has

- | | | |
|---------------|----------------|----------------|
| 1. we _____ | 8. we _____ | 15. it _____ |
| 2. you _____ | 9. you _____ | 16. we _____ |
| 3. I _____ | 10. they _____ | 17. they _____ |
| 4. they _____ | 11. we _____ | 18. he _____ |
| 5. she _____ | 12. you _____ | 19. she _____ |
| 6. it _____ | 13. she _____ | 20. it _____ |
| 7. they _____ | 14. it _____ | 21. I _____ |

PRACTICE 2 - FILL IN THE CORRECT FORM TO "TO HAVE" THAT AGREES WITH THE SUBJECT. (Hint: Use the Chart)

1. We _____ to leave early today.
2. You _____ three older brothers.
3. It _____ to be the right answer because I _____ no other.
4. They _____ little to do on Saturdays.
5. She _____ a good mind and, in addition, she _____ a strong sense of responsibility.
6. You _____ one, and she _____ the other.
7. It _____ to be painted, and I _____ just the person to do it for you.
8. She _____ offers of two jobs after school.
9. They _____ no doubts, but he _____ some.
10. If I _____ the time, I will do that for you.
11. We _____ tickets to the Rose Bowl.
12. It _____ everything I have ever wanted.
13. You _____ a good thing going for you.
14. He _____ a chance for the title in the next match.

TO DO			
Irregular Verb in Present Tense			
<u>SINGULAR</u>		<u>PLURAL</u>	
<u>If the subject is</u>	<u>The verb is</u>	<u>If the subject is</u>	<u>The verb is</u>
I - - - - -	do	we - - - - -	do
you - - - - -	do	you - - - - -	do
he, she, it - - - - -	does	they - - - - -	do

PRACTICE 1 - FILL IN THE CORRECT FORM OF "TO DO" IN THE SPACE TO THE RIGHT OF THE SUBJECT.

USE THE CHART TO MAKE SURE THE VERB AGREES WITH THE SUBJECT.

- | | | | |
|-------------------|----------------|----------------|----------------|
| 1. he <u>does</u> | 6. they _____ | 11. I _____ | 16. we _____ |
| 2. We _____ | 7. he _____ | 12. he _____ | 17. they _____ |
| 3. she _____ | 8. we _____ | 13. you _____ | 18. it _____ |
| 4. I _____ | 9. she _____ | 14. they _____ | 19. I _____ |
| 5. you _____ | 10. they _____ | 15. she _____ | 20. he _____ |

PRACTICE 2 - FILL IN CORRECT WORD (DO OR DOES) IN THE BLANK SPACES

- He _____ his work on time.
- If you _____ that, you will be sorry.
- It _____ seem like a good day for a walk.
- They _____ everything they can to conserve fuel.
- I always _____ my best.
- She _____ wildly colored oil paintings.
- We most certainly _____ give private lessons.
- He _____ spend a lot of time with his family.
- You really _____ irritate me.
- It _____ not work very well.

TO DO + NOT
do + not = don't
does + not = doesn't

PRACTICE 3 - IN THE FIRST COLUMN FILL IN THE CORRECT FORM OF "TO DO" (DO OR DOES) TO AGREE WITH THE PRONOUN. IN THE SECOND COLUMN FILL IN THE CORRECT FORM OF "TO DO" WITH THE NEGATIVE NOT (DON'T OR DOESN'T).

PRONOUN	POSITIVE	NEGATIVE
1. he	<u>does</u>	<u>doesn't</u>
2. we	<u>do</u>	<u>don't</u>
3. I	_____	_____
4. they	_____	_____
5. you	_____	_____
6. she	_____	_____
7. they	_____	_____
8. it	_____	_____
9. we	_____	_____

PRACTICE 4 - FILL IN THE CORRECT FORM (DOESN'T) OR DON'T). CONSULT CHART IF NECESSARY.

1. It _____ work any longer.
2. If he _____ arrive soon, I'm leaving.
3. They _____ seem to care.
4. She _____ let anyone upset her.
5. I _____ want to leave this great party.
6. We _____ drive much now because of the fuel shortage.
7. Although you _____ like walking two miles to school, it certainly _____ do your health any harm.
8. He _____ usually go out much.
9. Because you _____ complete your homework, you _____ stand a chance of passing.

PRACTICE 4 (Continued)

10. They _____ have time for football.
11. It _____ use high test gasoline.
12. She _____ play golf now that they _____ belong to the country club.
13. When he _____ try, he _____ succeed.
14. Although she _____ work here any more, she always drops in to say hello.

NAME _____

PAST TENSE AGREEMENT

PART A

REGULAR VERBS IN THE PAST TENSE

THIS LESSON WILL DEAL WITH VERBS IN THE PAST TENSE.

VERBS IN THE PAST TENSE EXPRESS AN ACTION WHICH OCCURRED IN THE PAST.

EXAMPLES: Five students passed their GED tests Friday.

They studied very hard to pass.

We congratulated them when they returned to school.

★ THE CIRCLED WORDS ARE VERBS IN THE PAST TENSE.

What endings did all these verbs take? _____

In general then, how do you write most verbs in the past tense? _____

★★ VERBS WHICH ADD "D" OR "ED" TO FROM THE PAST TENSE ARE CALLED
REGULAR VERBS.

PRACTICE 1 SOME OF THE VERBS IN THESE SENTENCES ARE IN THE PAST
TENSE, OTHERS ARE IN THE PRESENT. CIRCLE THE VERB.
WRITE PRESENT IF THE VERB IS IN THE PRESENT TENSE, AND
WRITE PAST IF THE VERB IS IN THE PAST TENSE ("D" OR
"ED" ENDING).

1. He slammed down the telephone. _____
2. Terrie never calls before nine o'clock. _____
3. The steamship docked at 3:00 a.m. _____
4. I returned to Oregon City, Oregon. _____
5. Your car needs a tune-up. _____
6. They sign the attendance book. _____
7. His chances looked slim. _____
8. This blouse looks very dressy. _____
9. That brand of soap floats. _____
10. The canoe floated gently downstream. _____
11. The teacher unrolled the map. _____

12. My aunts and uncles live nearby. _____
13. The squirrels nested in a tall tree. _____
14. That engine sputters feebly. _____
15. The investigators reopened the bribery case. _____
16. These tulips blossomed in early May. _____
17. I raked the leaves in the yard. _____

PRACTICE 2 THESE SENTENCES ALL HAVE VERBS IN THE PRESENT TENSE.
ON THE LINE, FILL IN THE PAST TENSE FORM OF THE VERB.

1. He waits. _____
2. Joshua lives alone. _____
3. They believe. _____
4. He studies hard. _____
5. Mark mails the letter. _____
6. I try. _____
7. We visit our relatives. _____
8. It looks like snow. _____
9. I expect to succeed. _____
10. She rarely smiles. _____
11. We phone students daily. _____
12. You type well. _____
13. My advisor calls a meeting. _____
14. Her teacher helps her. _____
15. His job seems rewarding. _____
16. I trust my friend. _____
17. He jogs in the afternoon. _____
18. The campers roast marshmallows. _____
19. His sister teases her little brother. _____
20. The college counselor advises me. _____

PRACTICE 3 A VERB HAS BEEN OMITTED FROM THE FOLLOWING SENTENCES. CHOOSE A VERB FROM THE FOLLOWING LIST. WRITE THE PAST TENSE OF THIS VERB IN THE BLANK SPACE.

sail	arrest	burn
open	invent	work
kiss	thank	show
return	dance	call
attend	congratulate	cook

1. When he _____ college, he also _____ in a hamburger joint.
2. The neighbors _____ loudly all evening.
3. They _____ the boat around the harbor, while I _____ dinner.
4. I _____ home to find the basement window open; I _____ the police, who promptly _____ the criminals.
5. Audrey _____ in the Peace Corps for three years.
6. She _____ her birthday present excitedly and then _____ us repeatedly.
7. The teacher _____ the students for their excellent work.
8. After their uncle _____ a new type of automobile engine, he _____ his design to executives at Mighty Motors.

PRACTICE 4 PUT ALL THESE VERBS IN THE PAST TENSE.

1. They _____ (parade) in front of the college.
2. I _____ (babble) in my sleep.
3. Frank _____ (point) to the Spanish moss on the tree.
4. The policewomen _____ (pile) into the van.
5. She _____ (bake) a banana cake for dessert.
6. When Dennis _____ (tickle) the lion, the lion _____ (tickle) Dennis, then ate him.
7. The eclipse _____ (occur) toward the end of June.
8. Samson _____ (refuse) my offer of a free haircut.
9. When I was a youngster, I _____ (prefer) water skiing to swimming.
10. Debbie _____ (carve) her initials in the soap.

NAME _____

Page 4

+++++
PART B PAST TENSE AGREEMENT--IRREGULAR VERBS
+++++

READ THESE SENTENCES:

The children grew rapidly.

He threw the ball.

She gave him a dollar.

He rode from his farm to the town.

THE UNDERLINED WORDS ARE ALSO VERBS IN THE PAST TENSE.
DO THESE VERBS FORM THE PAST TENSE BY ADDING "D" OR "ED"?

VERBS THAT DO NOT ADD "D" OR "ED" TO FORM THE PAST TENSE ARE
CALLED IRREGULAR VERBS.

THESE ARE EXAMPLES OF IRREGULAR VERBS:

<u>Present Tense</u>	<u>Past Tense</u>	<u>Present Tense</u>	<u>Past Tense</u>
be	was,were	forget	forgot
become	became	freeze	froze
begin	began	swim	swam
blow	blew	know	knew
break	broke	lay	laid
choose	chose	hide	hid
come	came	get	got
draw	drew	sit	sat
drive	drove	bring	brought
buy	bought		

PRACTICE 1 FILL IN THE CORRECT FORM OF THE VERB IN THE PAST TENSE.

1. We _____ our house. (sell)
2. Last night, the northwest wind _____ fiercely. (blow)
3. He _____ the ribbon in half. (cut)
4. I _____ two hundred dollars on stereo equipment. (spend)
5. Bruno _____ us how to rollerskate. (teach)
6. Who _____ the tennis match? (win)
7. The fans _____ the national anthem before the game. (sing)
8. The flood _____ many people homeless. (leave)
9. She _____ new friends when she moved to Portland. (find)

Page 5

- REWRITE THE PARAGRAPH BELOW IN THE PAST TENSE BY CHANGING THE VERBS.

This image shows a single sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. A small, dark smudge or mark is present near the top right corner. The paper appears slightly aged or off-white.

THIS LAST PAGE LEAVES ROOM FOR YOU TO WRITE YOUR OWN PARAGRAPH. MAKE SURE IT IS 5 OR 6 SENTENCES LONG. EACH SENTENCE SHOULD HAVE A PAST TENSE VERB IN IT. KEEP IN MIND THE CAPITALIZATION AND PUNCTUATION RULES.

Name _____

Pronouns

IT

she

he

your

We

us

mine

OUR

my

me

his

her

who

them

I

they

A. DEFINING PRONOUNS AND ANTECEDENTS

PRONOUNS have different forms depending on how they function in a sentence.

PERSONAL PRONOUNS take the place of or refer to nouns or other pronouns.

The word that a pronoun refers to is called the antecedent of the pronoun. The antecedent comes before the pronoun in the sentence.

Bob said that he was tired.
 ↓ is the antecedent of "he" ↓ refers to "Bob"

She and I have been good friends ever since our first day of school.
 ↓ antecedent of "our" ↓ refers to "she and I"

Sherri left early, so I did not see her.
 ↓ antecedent of "her" ↓ refers to Sherri

PRACTICE >>>> IN EACH SENTENCE A PRONOUN HAS BEEN CIRCLED.
 WRITE THE PRONOUN AND ITS ANTECEDENT IN THE
 COLUMNS AT THE RIGHT.

	Pronoun	Antecedent
1. Travis and I travel together because we are good friends.	we	Travis, I
2. Maria is looking for her coat		
3. The players came for their records.		
4. The students waited for me to pick them up.		
5. Cathy and Marge, you must start arriving on time.		
6. My tennis teacher felt that she had to raise her fee.		
7. Robert brought those books home because they looked interesting.		
8. I saw Randy and gave him the money I owed him.		
9. Joe wins in Boggle because he is a quick thinker.		
10. Tony, have you done your goals for the week?		

BEST COPY AVAILABLE

B. PRONOUNS THAT ARE SUBJECTS OF VERBS ARE PERSONAL PRONOUNS

	<u>Singular</u>	<u>Plural</u>
1st person	I	we
2nd person	you	you
3rd person	he, she, it	they

PRACTICE 1-USE EACH PRONOUN AS THE SUBJECT OF A SENTENCE.

WE _____
 HE _____
 IT _____
 YOU _____
 THEY _____
 SHE _____

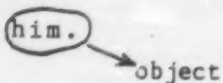
PRACTICE 2-CHOOSE THE PRONOUN THAT WOULD MOST LOGICALLY
 TAKE THE PLACE OF OR REFER TO THE ANTECEDENT
 AND WRITE IT IN THE SPACE PROVIDED.

1. (Rob) He left for the game at 7:00 o'clock.
2. (Brinda and Carmella) _____ make a strong effort to get to school on time.
3. (John) _____ is a caring and thoughtful person.
4. After Kris came home from school, (Kris) _____ went to sleep.
5. (The girls) _____ left Tri-City when their work was done.
6. When a dog is hungry, (a dog) _____ will eat anything.
7. Although the book is long, (the book) _____ reads quickly.
8. I learned to ice skate last year, and (skating) _____ is fun.
9. Jeff bought light green candles. (The candles) _____ look nice in his room.
10. Jessica wants an education because (Jessica) _____ wants to prepare for a career.

C. PRONOUNS AS OBJECTS

- * Pronouns can be objects of either verbs or prepositions.
- * An object of a verb receives the action of the verb.
- * An object of a preposition is a noun or a pronoun that follows a preposition.

PRONOUNS AS OBJECTS OF VERBS

Example: I kissed him.


- * The subject does the action - - - I
- * The verb is the action - - - kissed
- * The object - - - him - - - receives the action of the verb.

SHELLEY MET HIM AT THE CORNER OF 6th and MAIN.

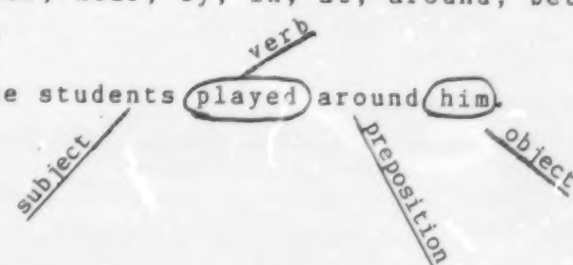
What is the subject?

What is the verb?

What is the object?

PRONOUNS AS OBJECTS OF PREPOSITIONS

- * Prepositions are words that describe direction or place or time (to, for, near, by, in, at, around, between, upon, through, etc.)

Example: The students played around him.


<u>Pronouns as Subjects</u>		<u>Pronouns as Objects</u>	
I	it	me	it
you	we	you	us
he	they	him	them
she		her	

PRACTICE >>>> IN THE PARENTHESES AFTER EACH PRONOUN IN THESE SENTENCES, WRITE "S" IF THE PRONOUN IS A SUBJECT, OR "O" IF THE PRONOUN IS THE OBJECT OF EITHER A VERB OR A PREPOSITION.

Example: I (S) congratulated him (O) on passing his G.E.D.

1. He () took me () to see the circus. It () was fun.
2. Robert gave her () an engagement ring, and she () appeared happy to receive it. ()
3. They () saw us () in the classroom. We () were reading books and enjoying them. ()
4. I () bought them on sale, and they () are the best peaches I ever tasted. I () love them. ()
5. He () told me () that he () had forgotten the code and would not be able to help us. ()
6. She () gave them () to you () last week.
7. Chris and she () have to meet her () later.
8. We () are going to see a movie today.
9. She () really told him () off after he was two hours late for their date.
10. You () have the lucky number! They picked you () out of two million people.

EVERYTHING YOU'VE EVER WANTED TO KNOW ABOUT—

WRITING LETTERS



Friendly Letters, Social Notes, Business Letters

PART I FRIENDLY LETTERS

When you are writing friendly letters, you write about things that you think are interesting. Also, you write what would interest the person to whom you are writing.

The form of a friendly letter is not difficult to learn.
Read the following parts of the friendly letter:

1. Heading
 - * Tells where and when letter was written
 - * Consists of three lines, placed at upper right corner of page
 - * First two lines--address of writer
Third line--day's date
2. Salutation
 - * Tells to whom letter is written
 - * Begins at left-hand margin short distance below heading
 - * Followed by a comma
3. Body
 - * This is the message of the letter
 - * It begins indented about an inch from the left of the margin
 - * The first line of each paragraph that follows must be indented, also
4. Closing
 - * Polite ending or words of affection at the end of the letter
 - * Like Sincerely yours, Your friend, Lovingly
 - * The second word is never capitalized

5. Signature

* Can use only your first name

* Center it under closing

* Always write by hand; even if you've typed the letter

Exercise 1

Identify the parts of a friendly letter in the following friendly letter form example.

607 Main Street
Oregon City, Or 97045
May 20, 1999

Dear Louise,

Sincerely yours,

Santa



Exercise 2

Place T for true and F for false next to the following statements.

- _____ 1. The heading tells to whom the letter is written.
- _____ 2. You should capitalize each word in the closing of the letter.
- _____ 3. The salutation is followed by a comma.
- _____ 4. Your signature should be hand-written and placed directly beneath the heading.
- _____ 5. If you indent the first word of the body of the letter, you must indent the first word of each paragraph.

Exercise 3

Choose one of the following situations (a,b, or c) and write the friendly letter it suggests in the space provided. Use the correct form for a friendly letter.

- a. A friend that used to go to your school has recently moved to another state. Give him/her some recent news of your school and friends. Ask questions about your friend's new life.
- b. Last Friday night you attended a rock concert in Portland. Write to a far-away friend or relative describing the concert, telling whether or not you enjoyed it. Be sure to ask some questions about your friend or relative.
- c. You are on vacation in Hawaii. Write to someone in your family. Tell them about your trip, the weather, what you've been doing.



The form consists of a large rectangular box with a black border. Inside the box, there are horizontal lines for letterwriting practice. The lines are arranged in two main groups: a top group of three lines and a larger middle group of ten lines. There are also two lines at the bottom right of the box. The lines are evenly spaced and extend across most of the width of the box.

PART II ADDRESSING ENVELOPES

There are 2 styles for addressing envelopes.

1. Block style
 - * A MUST for business letters
Can also be used for friendly letters
 - * Line up name and address of sender in upper left-hand corner
 - * Name and address of person written to in lower half of envelope
2. Indented style
 - * Friendly letters only
 - * Indent name and address of sender and receiver

*****Note--A comma always separates the city from the state.
No comma between state and zip code.

Example--BLOCK STYLE

Glenn Harrison
4982 E. Winding Road
Southgate, California 90815

Ms. Stephanie Wills
503 Lincoln Lane
Boring, Oregon 97204

Example--INDENTED STYLE

Anthony Wiles
89 Hillvale Circle
Lincoln City, OR 90815

Mr. Charles Flake
55 Potomac Place
Niles, MO 50312

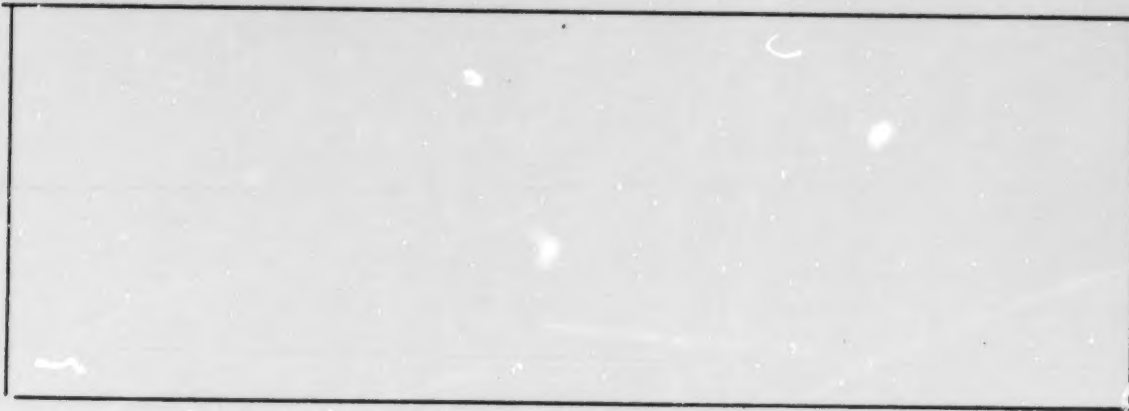
Exercise 4

In the two envelopes below, use the following
(mixed-up) information to correctly address them.

1. Block Style

Sender: Miss Jane Welch, Colorado, Boulder, P.O. Box 350,
97345

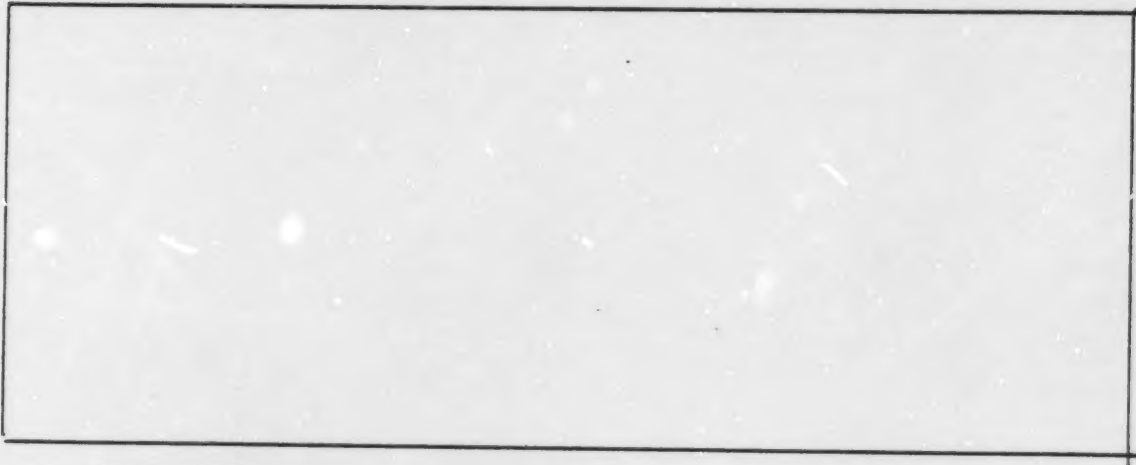
Receiver: Mr. Roger Ramjet, France, Paris, 2521 Minnow Lane,
79502



2. Indented Style

Sender: Boy George, 1515 S.E. Wild Street, 92555,
California, Santa Monica

Receiver: Motley Crue, 97035, California, Hollywood,
1950 W. Beverly Hills Blvd.



PART III SOCIAL LETTERS, NOTES

Social notes or letters are written for a specific reason: to offer a thank you, to extend an invitation, or to accept an invitation from someone else. They follow the form of a friendly letter. Often, they are short and can be written on small note cards.

* A Thank You note should include:

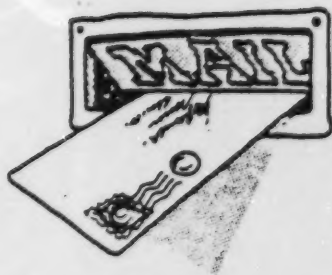
1. Your words of appreciation
2. The reason for the Thank You
3. A short comment about something else as well (should be related).

Exercise 5

Choose one of the following situations and write a social note. If any of these situations has just occurred for you, use this for your rough draft, have it checked, write a final copy and send it off!

- a. Recently you had an interview for a job. Write a Thank You to the person who interviewed you.

* Important points: Your appreciation, comments about the job, your eagerness to be hired, how person can reach you.
- b. Your school just had a guest speaker. Write a Thank You on behalf of your class. Include: appreciation, something you learned, something about your class or school.
- c. Invite someone in the community to the Open House at your school. Include: the occasion, time, place, date, what the event will include, why you would like the person to attend.



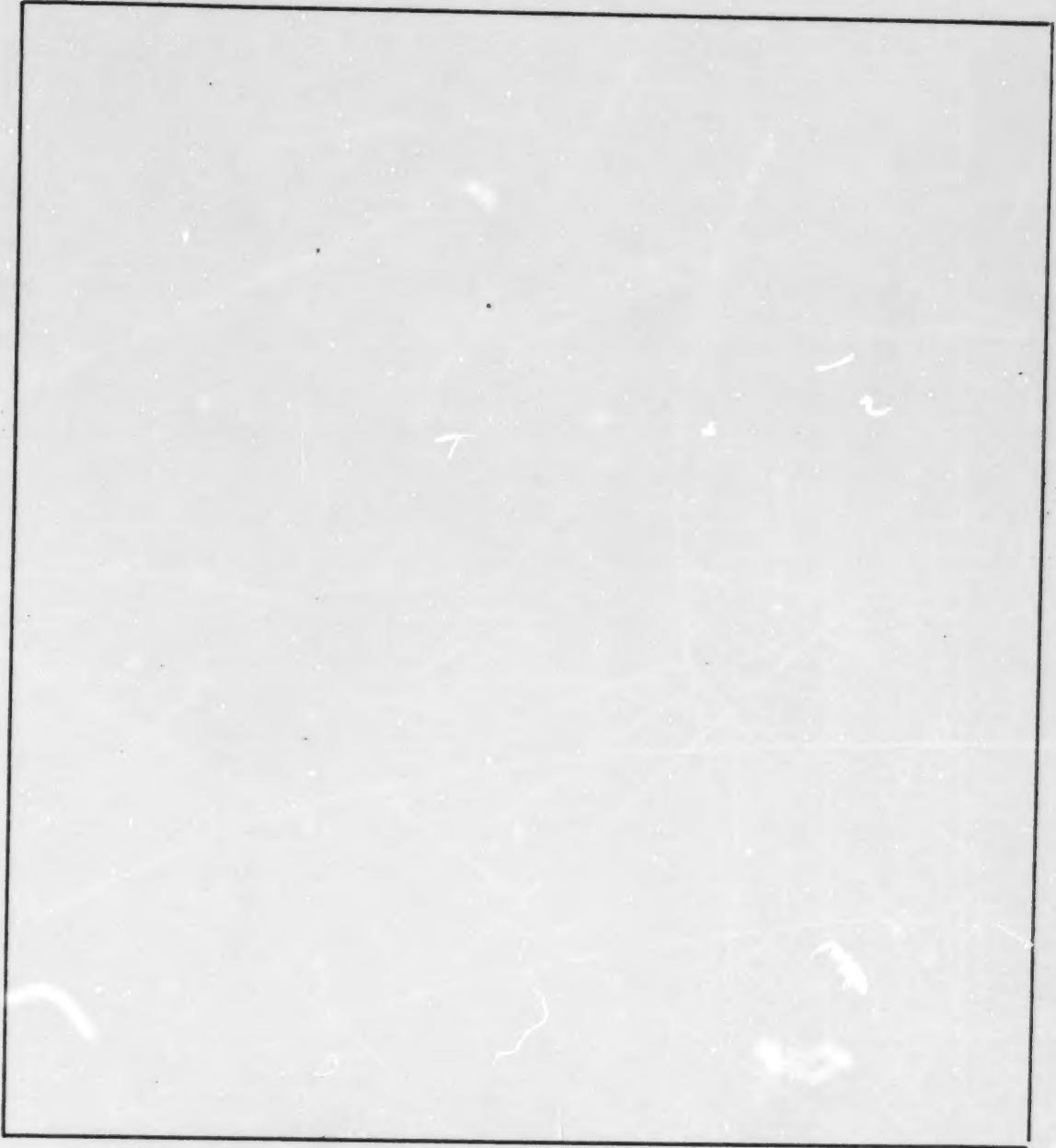
**

Use

Friendly

Letter

Form



PART IV. BUSINESS LETTERS

Business Letters are written to a place of business or to a particular person in a firm, company or business. They can be written for several reasons.

For instance: To order merchandise
To request information
To record a complaint
To make a request
To accompany your resume

Pointers to Remember;

- * Use 8½x11 inch white paper without lines
- * Type if your typing skills are acceptable
- * Should be neat and attractive
- * Make sure there are no erasures, ink blots, words crossed out
- * Notice the correct business letter form

BUSINESS LETTER FORM

1. Heading Block style
 - * 1st line--street address of the person writing
 - * 2nd line--city, state, zip code
 - * 3rd line--date (no abbreviations)
2. Inside Address (not used on friendly letter)
 - * gives name and address of the person or firm to whom the letter is written
 - * use block style
 - * place (using 3 or 4 lines) above salutation
3. Salutation * skip space and place underneath inside address
 - * followed by a colon(:) not a comma (,) as in a friendly letter

4. Body Main message of letter
- * Start each paragraph at left margin. Do not indent, but--skip a line between paragraphs.
5. Closing Common forms (always followed by a comma) are
- * Yours truly
 - * Sincerely yours
6. Signature
- * Placed directly below the closing
 - * Use full name
 - * If typing, type your name below the written signature

Exercise 6 The following paragraph contains all the information one might find in a business letter. Write it in the correct form in the space provided.

* Use capitals where needed.

412 milwaukie road, oregon city, oregon 97045, september 13 1980
motown record company, p.o. box 875, hollywood california
97213 dear sir kindly send me the free copy of your
latest million dollar selling record "keep the fire burning"
I saw the ad in the Rolling Stone magazine and am very interested
thank you very much yours truly sherry fitzwater

A large rectangular box containing horizontal lines for letterwriting practice. The lines are arranged in three groups: a top group of three lines on the right, a middle group of four lines on the left, and a bottom group of two lines on the right. The rest of the box is empty.

Exercise 7

This is the final exercise of this packet.
It has 2 parts.

Part 1 - Rough draft using space provided on
last page of this packet

Part 2 - Final draft (after rough draft has been
corrected) can be done on word processor
(computer), typewriter, or be hand written
in ink.

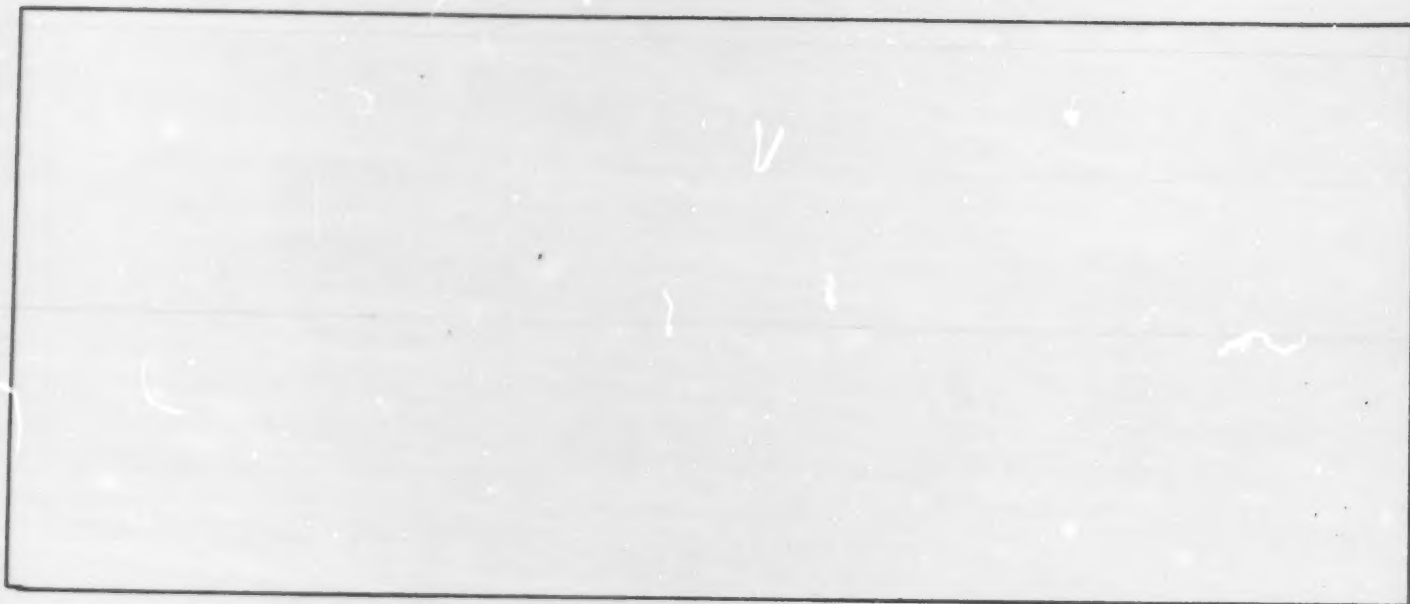
Choose one of the following choices for your business letter:

- a. Write a cover letter to accompany your resume to an employer/company of your choice.
Explain to the employer that you are interested in a job with them, that you have included your resume, why you would like to be considered for a job.
- b. Ask your instructor for the xeroxed copy of "101 Free Things to Send For".
Write to the company of your choice requesting information or free material.

PART I Rough Draft of business letter

* Hint--place lined paper beneath this sheet for guide lines.

Envelope



TURN IN FOR CORRECTION!!!!

PART II Request from secretary: plain paper, envelope, stamp, word processor, typewriter.

Turn in final copy to instructor before mailing.

